DOCUMENT RESUME

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AVAILABLE FROM	CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, $5.00 plus shipping; Student Log, $2.50 plus shipping; Student Activities--laminated folders--$30.00 plus shipping).
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IDENTIFIERS	*CHOICE (Career Education Curriculum)

ABSTRACT

The documents aggregated here comprise the fourth grade unit of a career education curriculum for migrant students. The unit focuses on the tools and tasks of workers in 11 jobs in the construction, communication, and media occupational clusters: heavy equipment operator, architect, mason, carpenter, plumber, electrician, telephone line worker, announcer, photographer, journalist, and performer. The combined teacher and student logs contain job and role information for the unit. An introduction to each cluster and job contains vocabulary words and ideas for extending the lessons to the local community, plus instructions for conducting the lessons and space for notes. The teachers' logs are intended to inform students about the 11 communications and construction jobs; the lessons include activities and games that help students practice sequencing, estimating, vocabulary and word skills (synonyms, antonyms, and compound words), logic, fact finding, and spelling. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (SB)

ED248096

CHOICE: Challenging Options in Career Education

B5

U.S. DEPARTMENT OF EDUCATION
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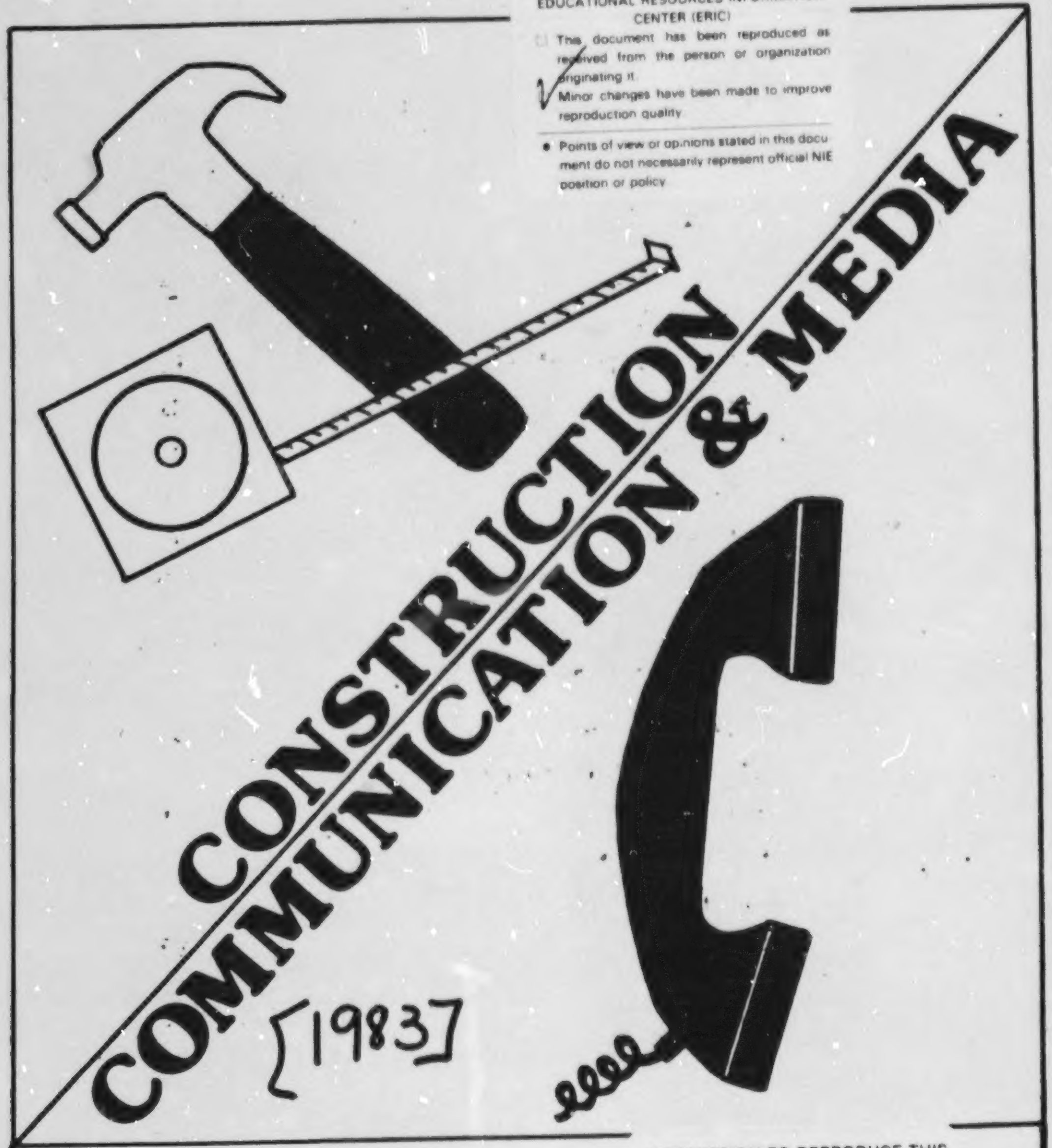

CONSTRUCTION COMMUNICATION & MEDIA

[1983]

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CHOICE curriculum materials were developed at Mid-Hudson Migrant Education Center and jointly funded through Career Education Incentive Act, CETA, Title IV-C, and Chapter I, Section 143 in cooperation with Ulster County BOCES, Putnam/Northern Westchester BOCES, and Mid-Hudson Migrant Education Center, New Paltz, New York.

CHOICE materials are available at cost through Auxiliary Campus Enterprises, care of CHOICE, P.O. Box 250, New Paltz, New York 12561.

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New Paltz, New York 12561

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CHOICE development began in 1979 as a result of a study indicating that, whereas migrant children and middle class youth had similar career aspirations in the early grades, the career information, self awareness and decision making skills available to migrant children in the later primary school years were severely limited. Although the development and overall design of the curriculum was done with migrant youth in mind, use of the curriculum has been by migrant and non-migrant youth. Funding for the development and production of the materials has come from a variety of sources including CETA, the Career Incentive Act, and Migrant Section 143. There would appear to be an overall need for the type of information CHOICE provides on the part of both migrant and non-migrant youth. Therefore at present the intended audience would be all of our school age youth (including high school dropouts).

The CHOICE curriculum is built on the three strands of career education: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining and is designed on two levels. (The materials have been successfully used, however, in the upper primary and lower secondary in a non-absolute fashion crossing over the indicated level boundaries.)

The first level, Basic CHOICE, is for students in grades K through 6. Each unit, B1-B7, includes: (1) a pre- post-test, (2) a consumable student log, (3) a teacher log, and (4) a set of a minimum of 20 activity folders.

The pre- post-tests for B1-B4 are in picture format for the student with an accompanying teacher administration guide which indicates the exact wording for each question. The tests for B5-B7 are in a written format with an accompanying teacher administration guide which indicates directions and the exact wording for each question should the teacher decide to read the questions to the students. Answer keys for all tests are available and included with the basic set of CHOICE materials.

The consumable student log and accompanying teacher log contain the Job and Role information for each unit. Each unit, B1-B7, contains information from two of the U.S. Department of Labor defined career clusters. Each log covers at least five occupations of careers from each of the two clusters. The student log contains worksheets related to language arts skills using career related information. Worker stories in B1-B4 are found in the teacher logs and designed to be read to the students. Worker stories in B5-B7 are contained in both the student and teacher logs. The teacher logs contain all the student log pages in addition to the stories, for B1-B4, and additional suggested activities and career related vocabulary, for B5-B7. All the teacher logs contain suggested answers to the student exercises, but it is emphasized that any logical student answer is to be accepted.

The activity folders on each level are divided into three sets, one for each of the career education strands: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining. Each set of folders contains activities, stories, poems, and game-type activities all designed to help the student learn about career education and himself or herself.

The Advanced level of CHOICE materials consists of three texts. Again the organizational and developmental format was based on the three strands of career education and the 15 career clusters.

The first of the three texts is OCCUPATIONAL RESOURCES. This is the job and role information text. It contains 60 selections, four from each of the 15 career clusters, written in story, cartoon, interview, fact sheet, and poetry format. Each selection contains information on the tasks, skills, training and tools necessary to the career or occupation as well as the reading and mathematical requirements for the job. Selection of the careers covered was based on two factors. One, both entry level and advanced training level jobs were chosen within each cluster. Two, actual practicants of the job or occupation were interviewed as to their tasks, skills, training and tools. After the selections were written these same people were asked to review the stories for accuracy. OCCUPATIONAL RESOURCES has been rewritten on both the third and fifth grade reading levels as well as in the original high school reading level. The information and technical vocabulary has been maintained in the third and fifth grade reading levels but other parts of the stories, cartoons and interviews have been adapted to make reading easier.

The second text of the Advanced materials is CAREER NOTES. This volume contains the self awareness and decision-making/goal attaining information. It is designed to be used in individual sections depending on the need of the student. Again various formats have been used, including poetry, cartoon, and game activities to provide interest for the students. The sections included in CAREER NOTES are described in the Overview booklet.

The third text of the Advanced materials is MISSION INFORMATION. MISSION INFORMATION is a manual designed to accompany work exploration and experience programs. There are three sections; they are designed to be used independently of each other. The first is on interviewing a worker to obtain information about his/her job or career. The second is a "shadowing" guide to lead students through a worker shadow experience. The third section is a guide to a work experience program. Each section leads the student and teacher step by step through a discovery process. The student learns where and how to acquire information and how to organize his/her self knowledge and job knowledge in order to make effective decisions.

All of the Advanced materials are presently available in Spanish as well as in English. The Basic materials are in the process of being prepared in Spanish. The Spanish editions are NOT direct translations of the English, rather we have tried to produce a parallel version which makes sense in Spanish.

Contents developed at:

MID-HUDSON MIGRANT EDUCATION CENTER

CHOICE
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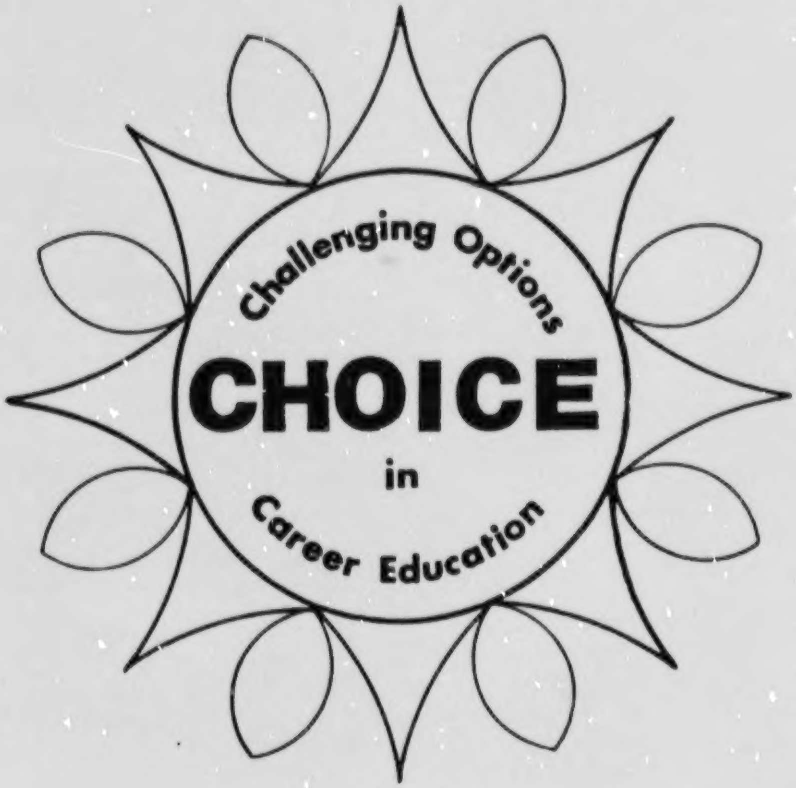

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Work on this curriculum is performed persuant to project #28-84-0023 with the United States Department of Education. Funds were obtained through Title I ESEA Migrant Education Funds public law 95-561 section 143. The opinions expressed do not necessarily reflect the position or policy of the United States Department of Education and no official endorsement should be inferred.

Construction/Communication & Media

Table of Contents

Teacher's Log (including reduced reproductions of students' pages)

Student Log

Pre Post Treatment Control

Student Activities

B5 Teacher Orientation

The teachers' guide portion of the B5 Log consists of reduced students' pages with teacher instructions to the left of each student page. On the first page of each career unit there appears a list of vocabulary words and suggestions for extending the unit. Answers for each activity are included on individual activity pages.

BEFORE EACH UNIT IS BEGUN, THE INSTRUCTOR SHOULD READ THE TEACHERS' PAGE(S) FOR THAT UNIT.

Generally, an attempt has been made to achieve a fourth grade reading level with these materials. The Fry Readability Graph and the Basic Skills Word List (Improving Instruction Through Measurement, Los Angeles, 1980) were employed to this end. However, due to the technical vocabulary dictated by content, some words employed fall outside these limits. These words are included in the vocabulary list at the beginning of each career unit. Development of vocabulary prior to beginning unit instruction is imperative.

The instructor may use his/her discretion in adapting methodology to student population by:

1. allowing student(s) to read the materials independently
2. using materials as a group reading activity
3. reading the materials to the student(s)
4. taping the reading materils for the independent use of the student(s).

The CHOICE Curriculum allows for flexibility in instruction! Expand and diversify by:

1. allowing children to begin units by giving their experiences with the work unit or cluster
2. initiating lectures on relevant topics
3. initiating field trips when possible
4. initiating career learning centers for clusters/units
5. including other relevant reading materials
6. displaying real tools/materials when possible (and safe)
7. employing student(s)' creativity in projects such as posters, artwork, bulletin boards, and creative writing relevant to the career cluster/unit.

B5 Teachers' Log

Table of Contents

B5 Construction 1

Introduction 1
Architect 6
Heavy Equipment Operator 14
Mason 21
Carpenter 29
Plumber 36
Electrician 43
Review 51

B5 Communication and Media 55

Introduction 55
Telephone Lineworker 59
Announcer 65
Photographer 71
Journalist 76
Performer 81
Review 86

Appendix

Performance Objectives

Curriculum Content

B6 Construction Introduction

Vocabulary

college	construction site*
construct*	experienced (worker)
construction*	structure*
	vocational school

*developed in text/activity

Extension

1. Discuss any construction going on in neighborhood/community.
2. Initiate construction bulletin board.
3. Visit a construction site.
4. Invite construction worker(s) to speak to students.

Page 1

Students read story or instructor reads story to students.

Notes

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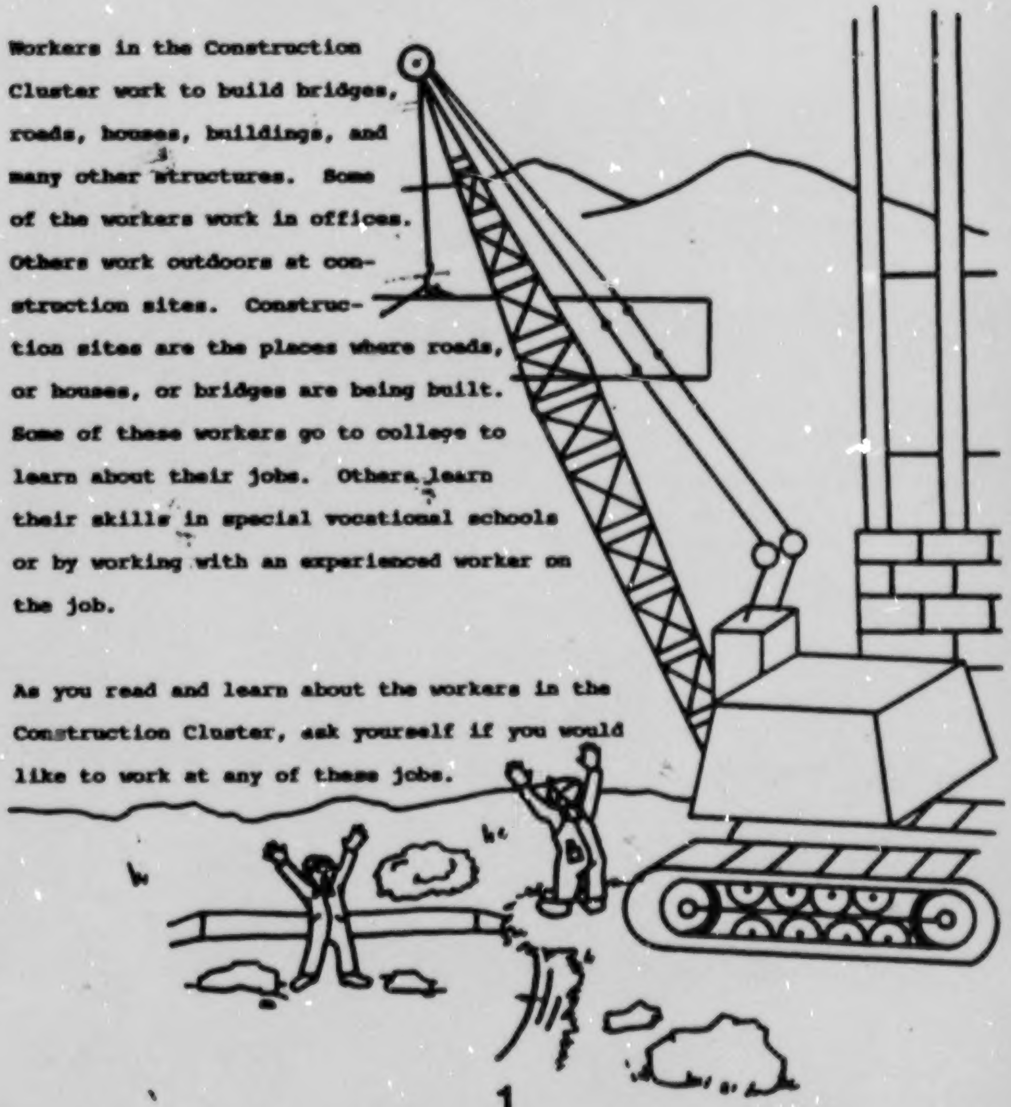
Introduction to Construction

Workers in the Construction Cluster work to build bridges, roads, houses, buildings, and many other structures. Some of the workers work in offices. Others work outdoors at construction sites. Construction sites are the places where roads, or houses, or bridges are being built. Some of these workers go to college to learn about their jobs. Others learn their skills in special vocational schools or by working with an experienced worker on the job.

As you read and learn about the workers in the Construction Cluster, ask yourself if you would like to work at any of these jobs.



Page 2

Student identifies/classifies words according to directions.

Notes

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Construct

To construct means to build. When workers are constructing a house, they are building a house. Look at the list of words below. Draw a circle around th words that are things that can be constructed.

air
[✓ bridge]
bush
[✓ cage]
[✓ camp]

carry
[✓ chimney]
[✓ city]
crow
[✓ fence]

finish
flash
[✓ gate]
goose
grew

[✓ house]
[✓ kitche]
late
leave
[✓ ranch]

Structure

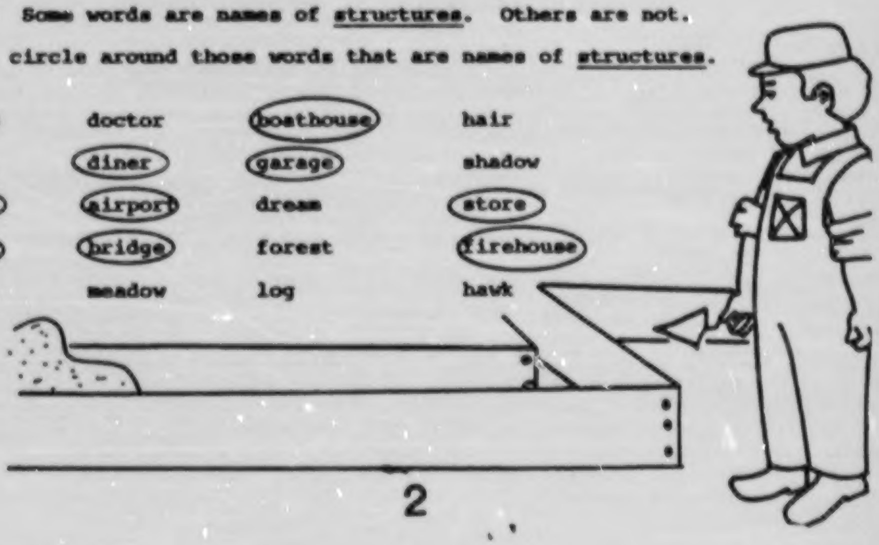
Structure is another word that means building. A house is a structure. A bridge is a structure. A structure is something that can be constructed or built. Look at the list of words below. Some words are names of structures. Others are not. Draw a circle around those words that are names of structures.

[✓ barn]
carrot
[✓ castle]
[✓ house]
ribbon

doctor
[✓ diner]
[✓ airport]
[✓ bridge]
meadow

[✓ boathouse]
[✓ garage]
dream
forest
log

hair
shadow
[✓ store]
[✓ firehouse]
hawk



Page 3

Student unscrambles words to spell various construction sites; matches construction sites to representative pictures.

Notes

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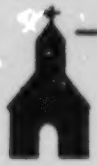
Construction Site

A construction site is a place where a structure is being built. Site means place. Construction means building. So, a construction site is a place where building is going on.

The words below are all names of construction sites. The letters in the words are out of order. Change the order of the letters in each word to spell the name of a construction site. Write the correct word on the line near each mixed up word.

Now, match each word to the picture at the bottom of the page which shows that construction site. Write the number of each word on the line near each matching picture.

1. rapmatten apartment
2. spithoal hospital
3. trocfay factory
4. arfm farm
5. shocol school
6. hchcru church
7. throucusoe courthouse
8. crogrey orest grocery store
9. uhose house
10. preari spoh repair shop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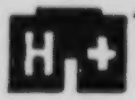
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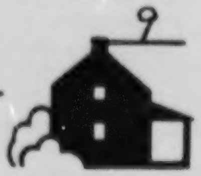
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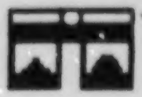
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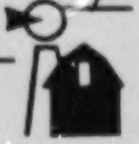
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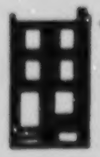
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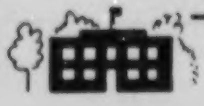
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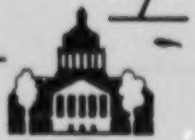
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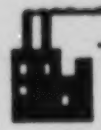
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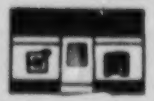
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Page 4

Student uses the words "construct", "construction site" and "structure" in a modified cloze procedure activity.

Notes

The story below has many blank spaces in it. One of the words in the word box belongs in each space. Finish the story by writing the words "construct", "structure", or "construction site" in the spaces.

construct	structure	construction site

Danny wanted to (1) construct a building. He wanted to make the (2) structure with square wooden blocks. Danny decided to use the hall floor as his (3) construction site He cleared the (4) construction site by moving the rug to one side. Danny began to (5) construct the building. The more blocks Danny used, the higher his (6) structure became. Danny was proud that he was able to (7) construct such a large building.

Suddenly, the front door opened! Our dog, Lady, ran straight into Danny's tall (8) structure. Blocks flew in all directions and Danny's (9) construc'n site was littered with wooden blocks. Now, he would have to (10) construct his building again. Danny decided to move the (11) construc'n site to a safer place before building the next (12) structure.

* * * * * * * * * * * *

On a separate sheet of paper, write three sentences, using one of the three words in the word box in each sentence.

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Page 5

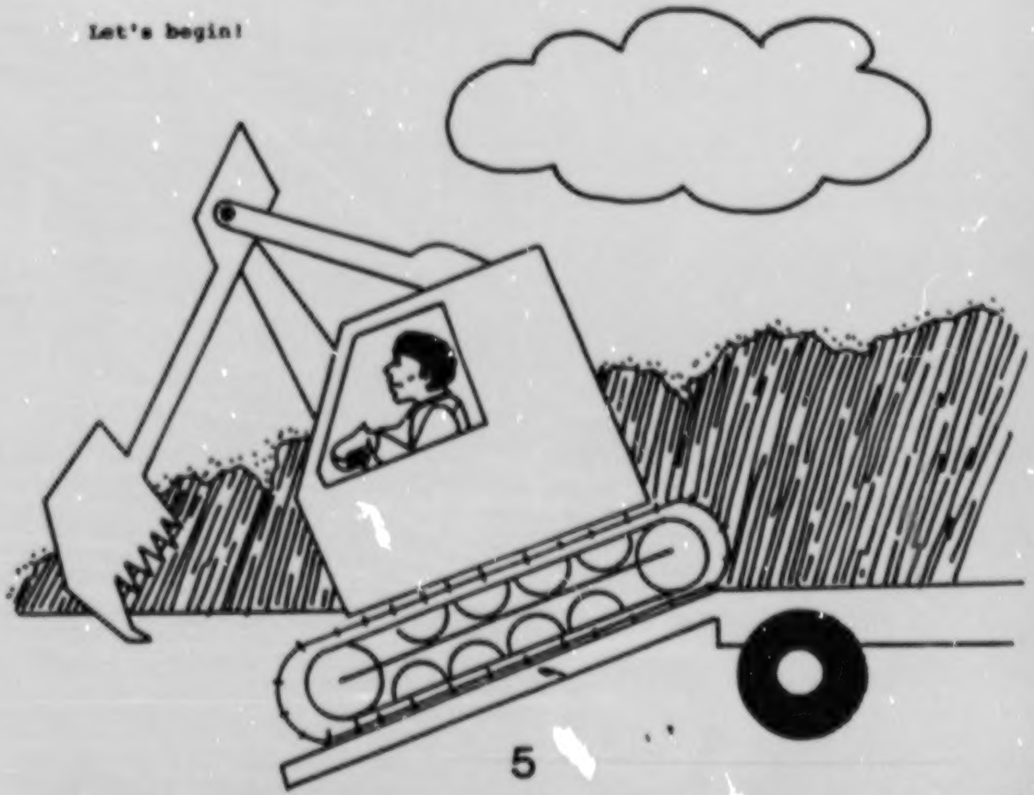
Student reads story or instructor reads story to student(s).

Notes

A House for Mr. Myers

Mr. Myers has bought some land and wishes to build a home. He has agreed to help us learn about the Construction Work Cluster by sharing his experience with us. When Mr. Myers meets all of the workers who will help build his home, we will be meeting them also. As Mr. Myers learns about their jobs, so will we. While Mr. Myers' house is being built, we will build our knowledge of the Construction Work Cluster.

Let's begin!



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B5 Architect

Vocabulary

angle
appliances
appointment
architect*
blueprint*
compass
drafting table
experience*
graduated
materials
protected
regulations
schedule
style

*developed in text/activity

Extension

1. Students draw floor plan of classroom.
2. Display actual blueprints of school
3. Display architectural drawings
4. Arrange for a visit by an architect.

Page 6

Pictures may be discussed in conjunction with vocabulary development or labeled after the story is read.

Notes

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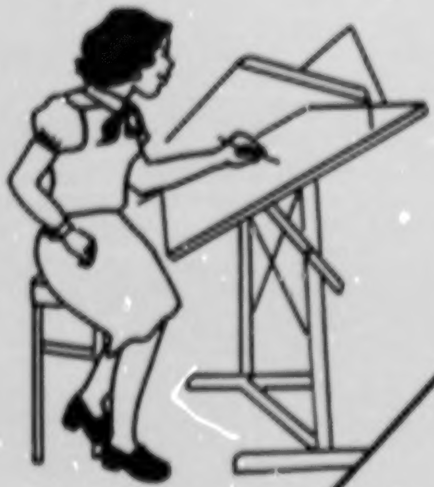
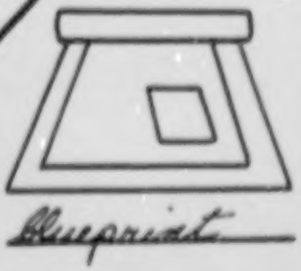
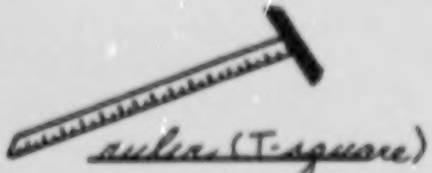
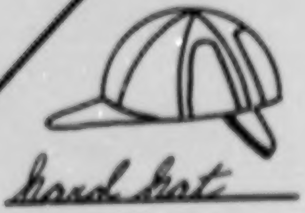
B--5 Architect

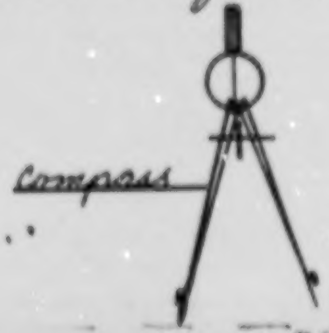
This architect is drawing a building. She draws the building to scale, showing its size and shape. She studied at college and worked with other architects to learn her job.











Pages 7-9

Student reads story or instructor reads story to student(s).

Notes

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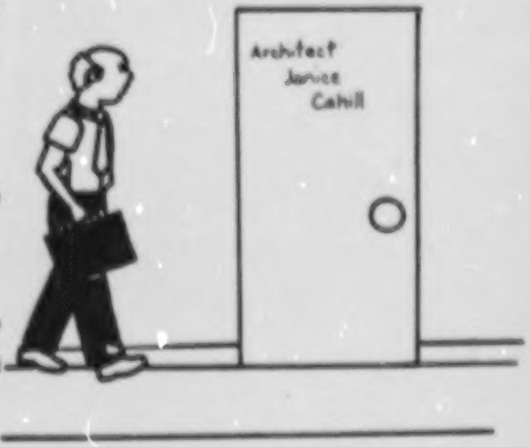
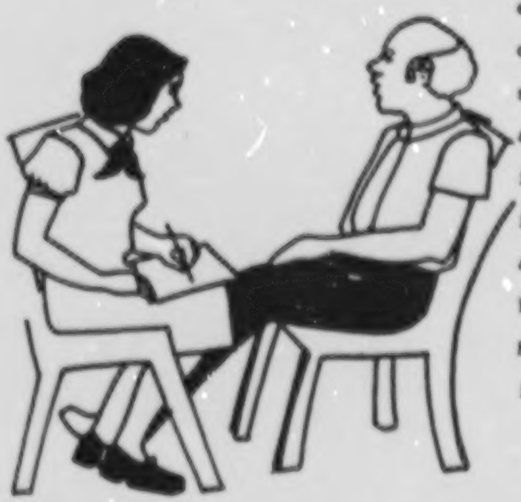
Mr. Myers and the Architect

When Mr. Myers decided to build his new home, he made an appointment with Janice Cahill. Janice is an architect in the town where Mr. Myers lives.

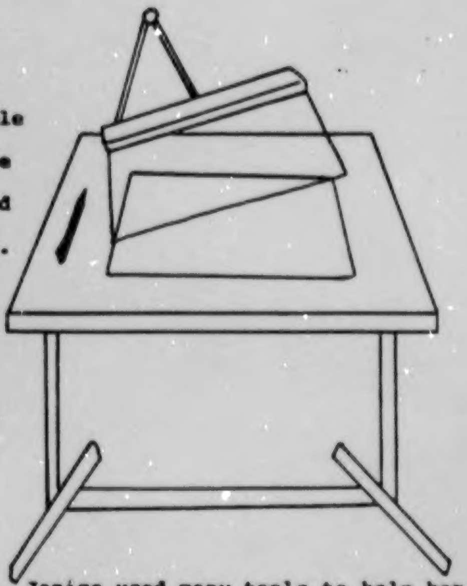


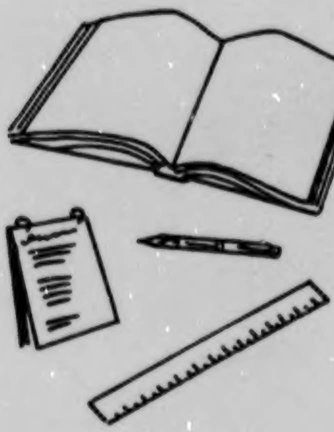
Janice went to college to learn the skills she needed to become a good architect. After she graduated from college, she worked for an architect in the city. She gained experience quickly and moved to a small town to open her own office.



Mr. Myers and Janice talked for several hours. They talked about the kind of house Mr. Myers wanted--its size, the number of rooms, the style, and the amount of money he wanted to spend. Janice showed Mr. Myers pictures and drawings of houses. They talked about safety and fire regulations, or rules, for houses in their town. By the time Mr. Myers left her office, Janice had a good idea of what he was looking for in a home.

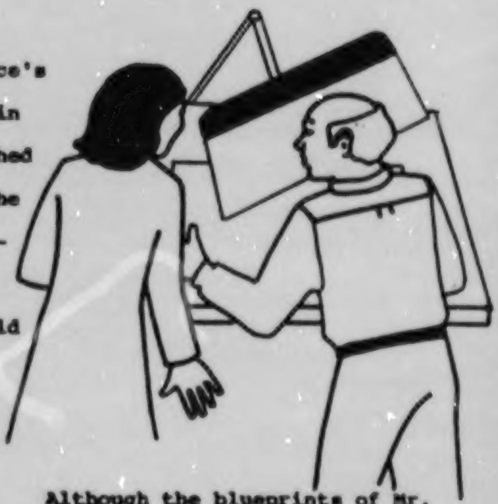
Janice worked the rest of the day drawing a model of Mr. Myers' new home. She worked at a drafting or drawing table with a bright light. The drafting table had a top which slanted, so Janice could work at whatever angle was best for her. She used drafting pencils to draw the house on drafting film. When the drawing was completed, she placed it in a machine to make a blueprint. The lines that she had drawn showed up as white lines on the special blue paper.

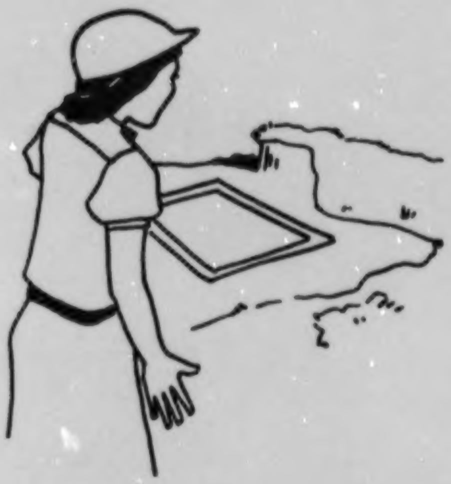




Janice used many tools to help her draw. A compass helped her draw circles, and she used a ruler to make straight lines. She used special symbols to show doors, windows, plumbing, and appliances on her drawing. She checked her notes from the meeting with Mr. Myers as she worked. She looked at architects' books for new ideas. She often used the telephone to call Mr. Myers. He helped her make decisions about details of the blueprints.

After several weeks of work, Janice's blueprints were complete. She met again with Mr. Myers to talk about the finished plans. Mr. Myers was satisfied with the blueprints, so they talked about building materials, companies to build the house, and a schedule of when work would be done.





Although the blueprints of Mr. Myers' house were finished, Janice still had more work to do. As the house was being built, she visited the constructio site many times. She made sure that the builders were using the right materials, were following her blueprints correctly, and were working on schedule. She always wore a hard hat and heavy boots at the construction site. These protected her from falling objects.

Janice, like most architects, usually works on several buildings at one time. While drawing blueprints for one house, she may be visiting three or four construction sites. Her many years of college have trained her for an interesting career.

Page 10

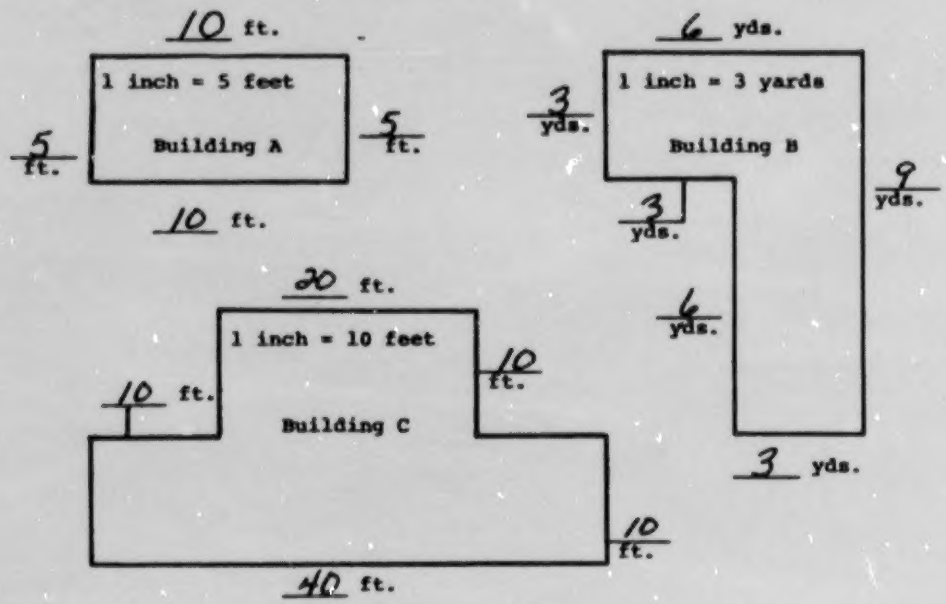
The student converts scaled measurements to actual dimensions.

Notes

Drawing to Scale

When architects draw buildings, they draw them to scale. This means that they draw them smaller than the real building. Architects use a "scale" like "1 inch = 1 foot" when they are drawing buildings. In this case, for every foot of length on the building, the architect would mark a line of one inch on the drafting paper. Architects always write the scale they are using on their drawings so that others will know how to read them.

Each of the blueprints below has the scale the architect used written near the top. Use your ruler to measure each side of each building outline. Then use the scale to tell how long each side of the real building will be. Write the length of each side of the building on the line near that side.


10 ft.
1 inch = 5 feet
Building A
5 ft.
5 ft.
10 ft.
6 yds.
1 inch = 3 yards
Building B
3 yds.
9 yds.
3 yds.
6 yds.
3 yds.
20 ft.
1 inch = 10 feet
Building C
10 ft.
10 ft.
10 ft.
40 ft.

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Page 11

The student makes scaled drawing of building with given dimensions.

Notes

Drawing to Scale

Pretend that you are an architect. Draw a small building that is a rectangle. Draw the building to scale.

Use a scale of 1 inch = 2 feet. Make the building 12 feet long and 10 feet wide.

Student draws rectangle
5" x 6"

Page 12

The student estimates length of given lines, then measures each line.

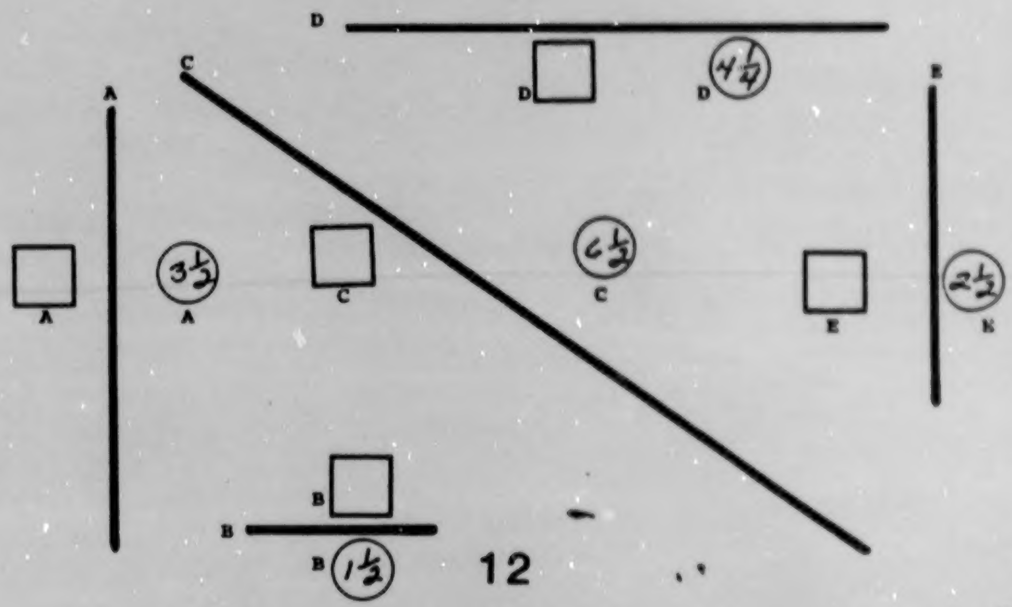
Notes

Estimating

Architects use what they know about building materials and labor to "estimate" the cost of the buildings. An estimate is a guess about how much the buildings will cost. The estimate is usually quite close to the real cost of the building because the architect knows a lot about prices of materials and labor costs. However, the estimate is not the real cost. It can be less than or greater than the real cost.

Look at the lines below. Estimate or guess the length of each line. In the box near each line, write your estimate or guess of the length of that line.

Now, measure each line with a ruler. Write the real length of each line in the circle beside that line.



Page 13

The student numbers statements to organize the statements in sequence.

Notes

Sequence

Put the sentences below in order to tell a story about an architect and his client. Write the numerals 1--8 on the lines beside the sentences to show the order they should be in.

1 Mr. Brown wanted to build a new house, so he made an appointment with Janice Cahill.

8 Mr. Brown and Janice chose a company to build the house.

5 Janice estimated the cost for each of the houses.

4 Janice drew three houses and made a set of blueprints for each.

2 Mr. Brown and Janice talked about what kind of house Mr. Brown wanted.

7 Mr. Brown chose the house he liked best.

3 Janice looked through books for ideas she could use for drawing Mr. Brown's house.

6 Janice showed Mr. Brown the three blueprints and the estimated cost for each house.

B5 Heavy Equipment Operator

Vocabulary

area
backhoe
basement
bulldozer
ditches
equipment operator*
mechanic
stakes*

*developed in text/activity

Extension

1. Visit machinery showroom.
2. Arrange for machinery salesman to visit class.
3. Arrange for equipment operator to visit class.
4. Ask students to bring in toy/model construction equipment.

Page 14

Pictures may be discussed in conjunction with vocabulary development, or labeled after the story has been read.

Notes

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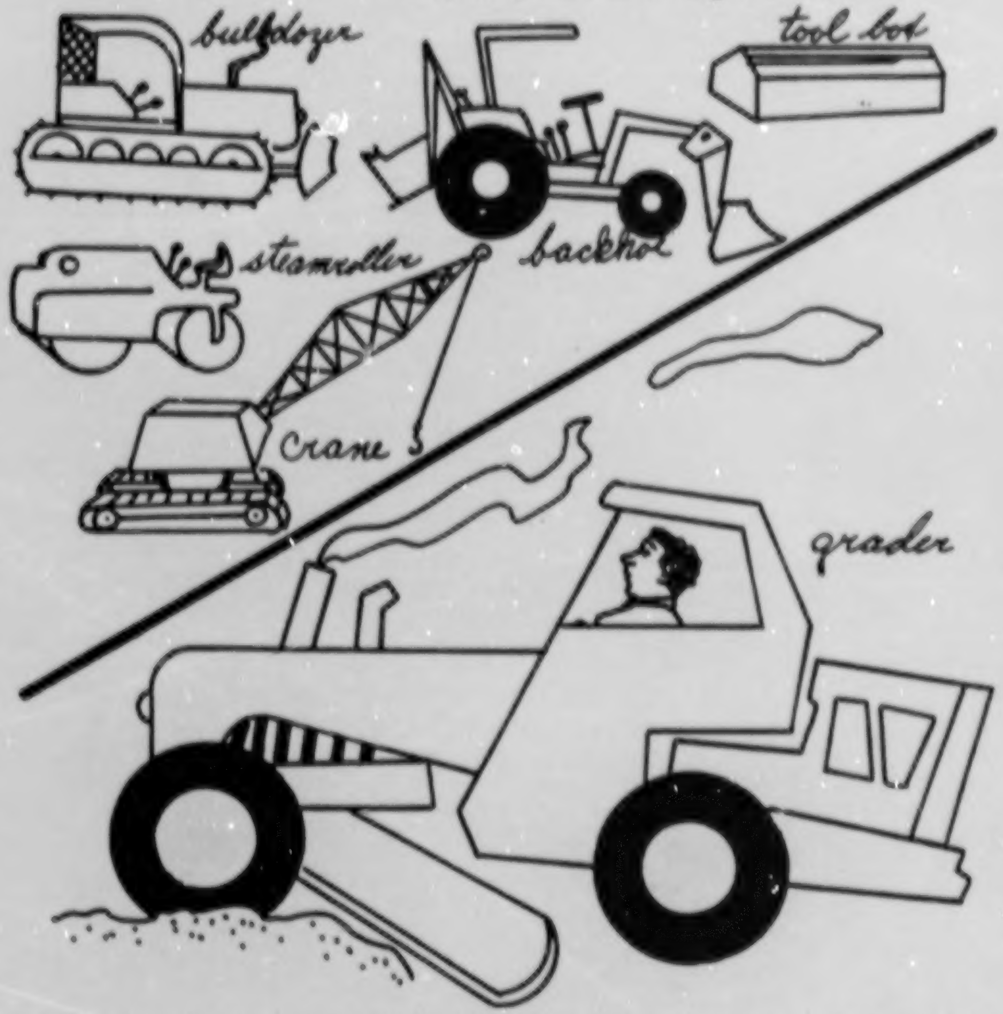
B--5 Heavy Equipment Operator



The heavy equipment operator drives large machines that are used on construction sites. He knows how to operate many different machines. This heavy equipment operator is operating a road grader.

Pages 15-17

The student reads the story or the instructor reads the story to the student(s).

Notes

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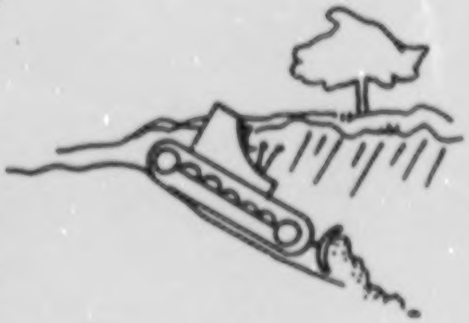
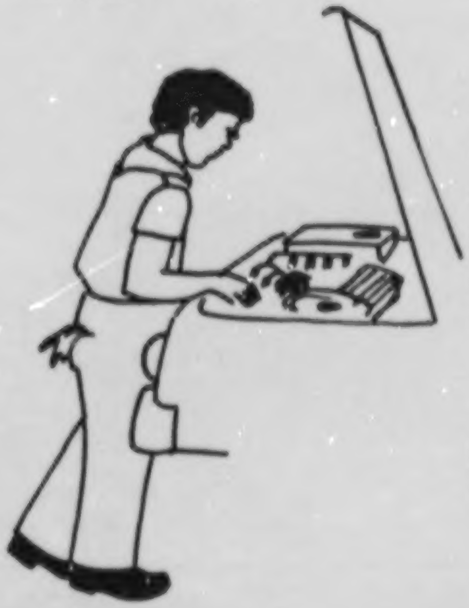
Heavy Equipment Operator

Mr. Myers drove to the construction site. He was surprised to see that construction had begun. Stakes, or pieces of wood, had been driven into the ground. The stakes marked the corners of the building area. Al Davis, the heavy equipment operator was driving a bulldozer. He was pushing rocks and dirt away from the building area. The hole became deeper and deeper. Rocks and dirt were piled around the edge of the pit.

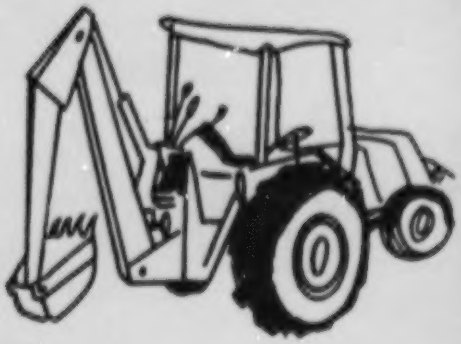




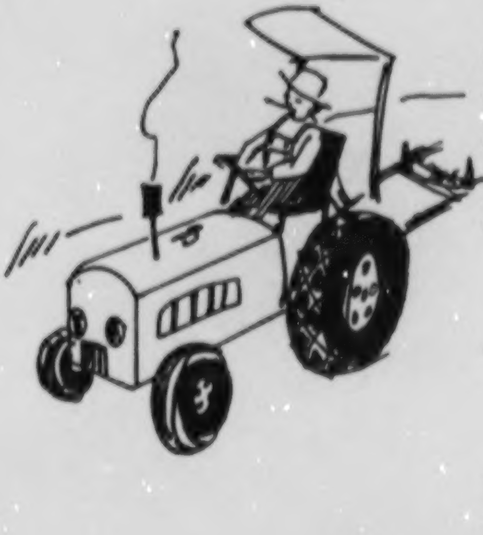
Al knows how to operate, or run large machines, or equipment used at construction sites. Al also knows how to keep his equipment running well. He often fixes machines when they break down. Al knows how to use the equipment safely, so that no one gets hurt.

Al stopped the machine to take a break. Mr. Myers asked him about operating the different pieces of equipment.

"Well," Al said, "as you can see, I'm using the bulldozer to dig a big hole. The basement of your house will be built in this hole. I'll finish this today. Then I'll use a backhoe to dig the ditches for your drain pipes. Later, I may use other equipment to build your driveway."



"Isn't it difficult learning to use the different machines?" asked Mr. Myers.



"Each piece of equipment is a little different," replied Al. "I had to learn the tricks of running each machine. But, all construction machines are alike in many ways. That cuts down on the number of things I need to remember."

Mr. Myers asked Al how he became interested in operating heavy equipment.

"I grew up on a farm," explained Al. "I learned to run a tractor as a boy. I liked learning to operate machines. In high school I took courses about caring for and fixing machines. I worked as a laborer on construction jobs in the summer. Sometimes I helped mechanics fix the equipment. As I gained experience, they let me drive equipment from one site to another. I took some courses at night to learn more. Soon, I was able to operate any machine on the construction site."

Mr. Myers watched Al when he went back to work. It was interesting watching Al make the bulldozer work for him. Mr. Myers left the site, knowing much more about the work going on.

Page 18

The student uses the rule provided to divide compound words into syllables.

Notes

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Compound Words

Al was a heavy equipment mechanic before he learned to operate the big machines. A mechanic is a worker who takes apart machines to fix them.

Be a word mechanic by taking apart the words listed below. Each of the words is a compound word. Compound words are made by putting two or more words together. Take apart each compound word by drawing a line between the two smaller words in each compound word.

bull|dozer
blue|print
door|way
high|way

side|walk
drive|way
door|step
roof|top

brick|layer
stone|mason
field|stone
bath|room

bath|tub
back|hoe
out|let
bed|room

screw|driver
steam|roller
ply|wood
stair|way

• • • • • • • • • • • • • • • • • • • •

Mechanics also know how to put things together after they are fixed. Put together compound words using the two word lists below. Look at the first word in the left-hand column. Find a word in the right-hand column that will make the first word a compound word. Write the new word on the line between the columns. The first word is written for you.

butter	butterfly	nail
water	waterfall	mother
finger	fingernail	shelf
book	bookshelf	fly
grand	grandmother	fall

Page 19

The student unscrambles equipment names and arranges them in alphabetical order.

Notes

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Scramble

Each group of letters below spells the name of one piece of heavy equipment. As you see, the letters are mixed up. Unscramble each group of letters to spell the name of one machine. Write the words correctly on the lines to the right of the word groups. When you have spelled all of the words, rewrite the words in alphabetical order on the lines on the bottom of the page.

cratrot	tractor
ernac	crane
dregar	grader
drollezub	bulldozer
chobeak	backhoe
pumd crukt	dump truck
tralemslero	steamroller

* * * * * * * * * * * * * *

backhoe
bulldozer
crane
dump truck
grader
steamroller
tractor

Page 20

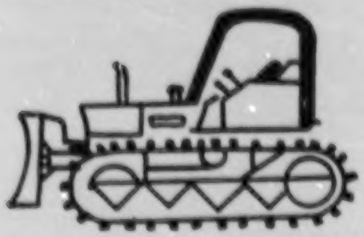
The student reads selections and crosses out the irrelevant sentence in each selection.

Notes

Validity

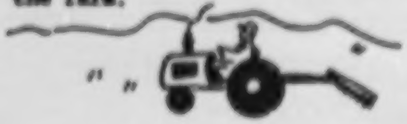
Read each paragraph. Draw a line through the sentence which does not belong in each paragraph.

Al is a heavy equipment operator. He runs machines like bulldozers, backhoes, and road graders. ~~Al's wife works in an office~~. He knows how to make the machines work for him. Al operates the machines carefully, so that no one is hurt.

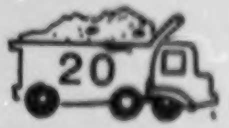


Al has a backhoe of his own. When he is not working for a construction company, he uses his own backhoe to work for people near his home. ~~Al lives in Springfield~~. When someone calls Al to work for them, he loads the backhoe on a large truck and drives to the place where he will work. He unloads the backhoe and begins digging. He may dig a ditch for drain pipes, a basement for a house, or a hole for a swimming pool. Al makes extra money by operating his own machine in his spare time.

When Al was about fourteen years old, he learned to operate the tractor on his father's farm. He used the tractor to pull a plow that prepared the ground for planting. ~~Sometimes, Al's father drove the tractor~~. Al also used the tractor to pull wagons loaded with bales of hay. Al learned a lot about operating heavy equipment on the farm.



Al works at many different construction sites. Sometimes he runs the large machines to help build a dam. Sometimes he runs th bulldozer to clear land for houses ~~Al always tries to be at the construction site on time~~. Al operates large cranes which lift steel beams or plates that are used in building tall structures or bridge Al also works on highway construction sites. He can use his skills for operating equipment in many di ferent places.



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B5 Mason

Vocabulary

apprentice*
cement
chisel
chute
concrete
cured*
footings*
journeyman*
mason*
mortar*
plumb bob
shifting
trowel

*developed in text/activity

Extension

1. Locate examples of masonry within the school.
2. Invite a mason to talk with the class.
3. Use children's building bricks or blocks to demonstrate masons' work.

Page 21

Pictures may be discussed in conjunction with vocabulary development, or labeled after the story has been read.

Notes

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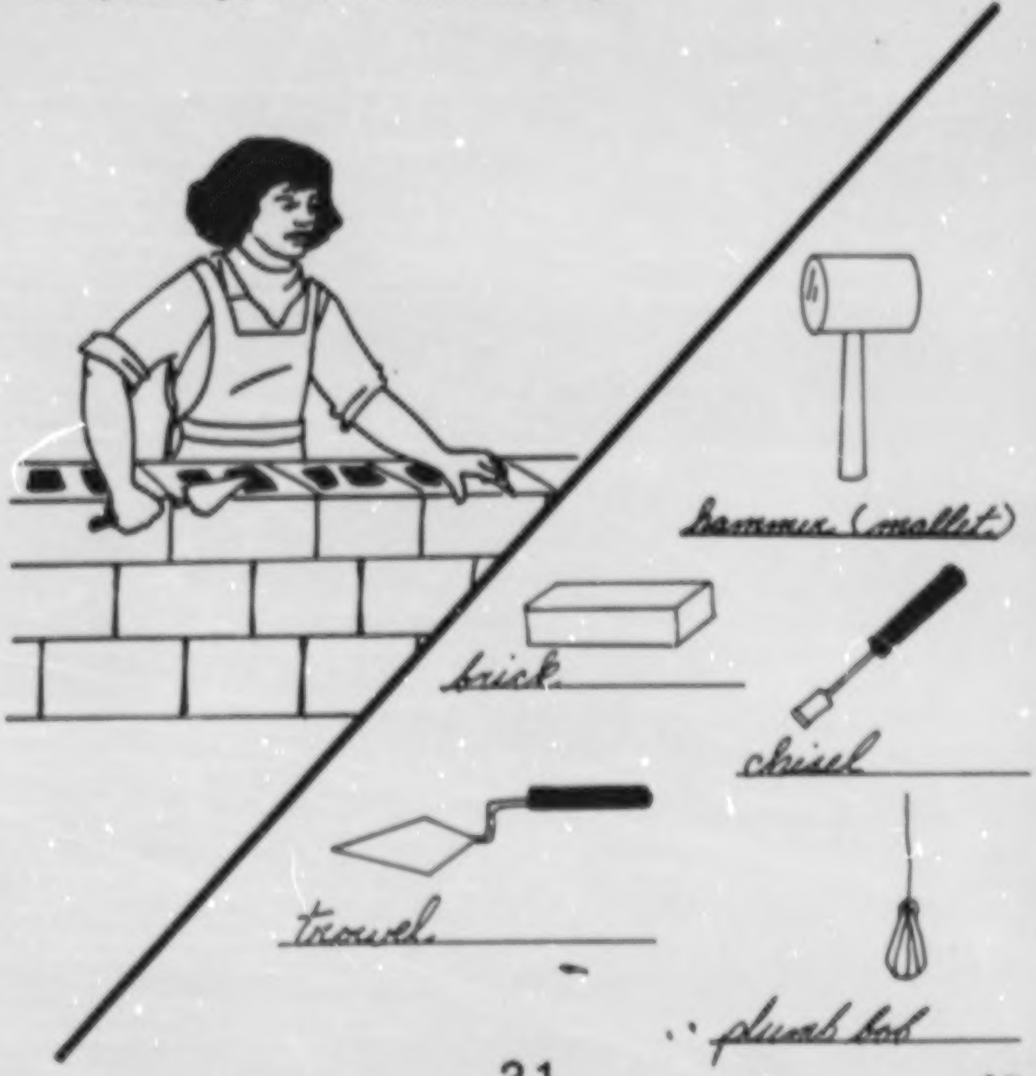
B--5 Mason

The mason is constructing a brick wall. She uses her trade to work on homes, buildings, dams, streets, and highways.



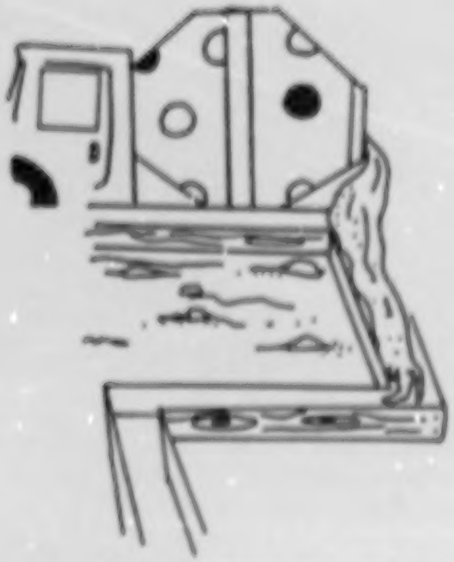
Pages 22-25

The student reads the story or the instructor reads the story to the student(s).

Notes

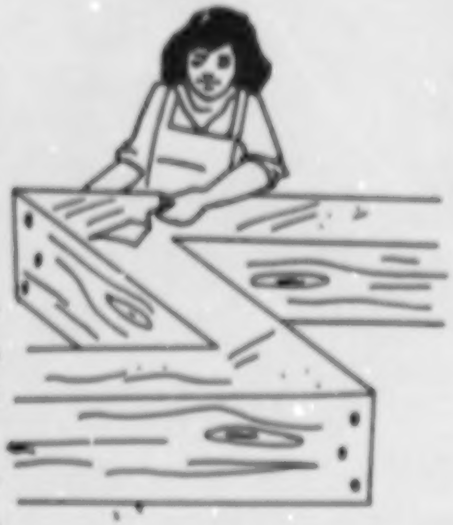
Mason

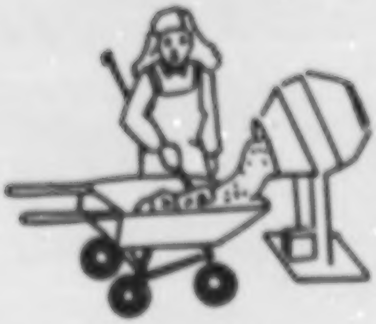
Mr. Myers went back to the construction site a few days later. A truck was stopped near the pit. A large drum was turning slowly on the back of the truck. Mr. Myers knew that the truck was mixing concrete in the big drum. He could see wet concrete sliding from the truck into a chute. The concrete flowed down the chute into wooden boxes called forms. Soon the forms were filled with wet concrete.



A cement mason was working in the bottom of the pit. She was smoothing the top of the wet concrete with a trowel. As she worked, she talked with Mr. Myers.

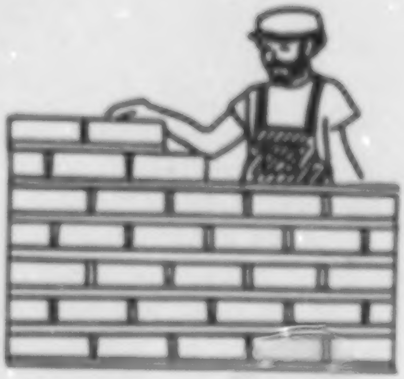
"I'm building the footings for your house. The concrete flows down into the ground, below the frost line. This will keep the house from shifting as the earth freezes and thaws. When this con-



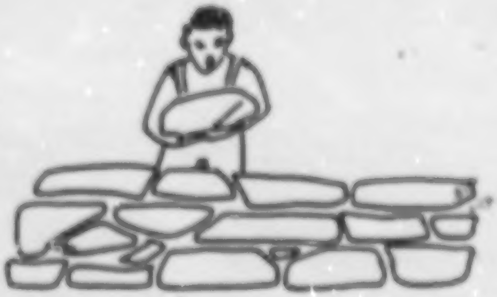


crete is dry, or cured, the weight of your house will rest on these footings.

Mr. Myers learned that there are different kinds of masons. Cement masons, like Ann, work with concrete. They know what mix of concrete is right for each job. Bricklayers work with bricks, cement blocks, and tiles. Stonemasons work with stone like marble, slate, and fieldstone. Bricklayers and stonemasons use mortar to hold stone or brick together. Mortar is a mixture of cement, water, and sand. When it dries, it holds the stones or bricks in place. Most masons know about all three kinds of masons' work.

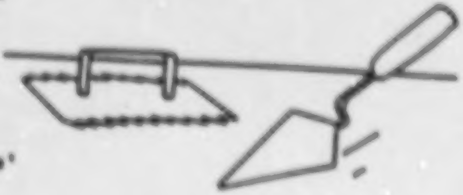


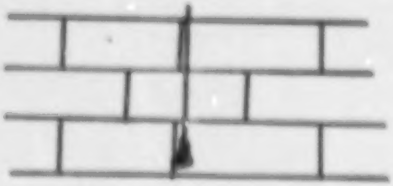
Masons use many tools. They use chisels to cut stone, brick, or tile. They tap the end of the chisel with a special hammer. A trowel is used to spread mortar and to smooth concrete. Masons use plumb bobs to make sure



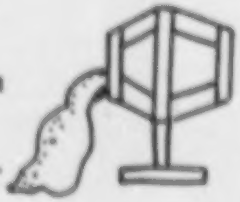
walls are straight up and down. They use cement mixers to mix concrete and mortar.

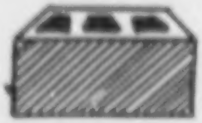
Masons learn their jobs by becoming apprentice masons. Apprentices are workers who are learning their skills. They work as helpers for experienced workers called journeymen. The journeymen were once apprentices, too. When apprentices become good at masons' work, they become journeymen and can teach new apprentices. Besides on-the-job training, apprentices go to classes. Apprentice masons learn blueprint reading, measuring, and caring for tools. Apprentices work for three years to become journeymen masons.

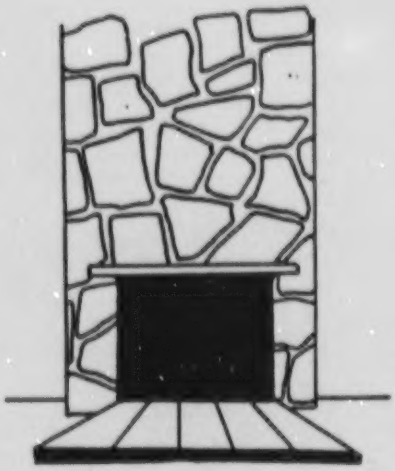




Ann explained that she had worked as a mason in many places. She had just finished work on an office building. Last year she worked on a dam.

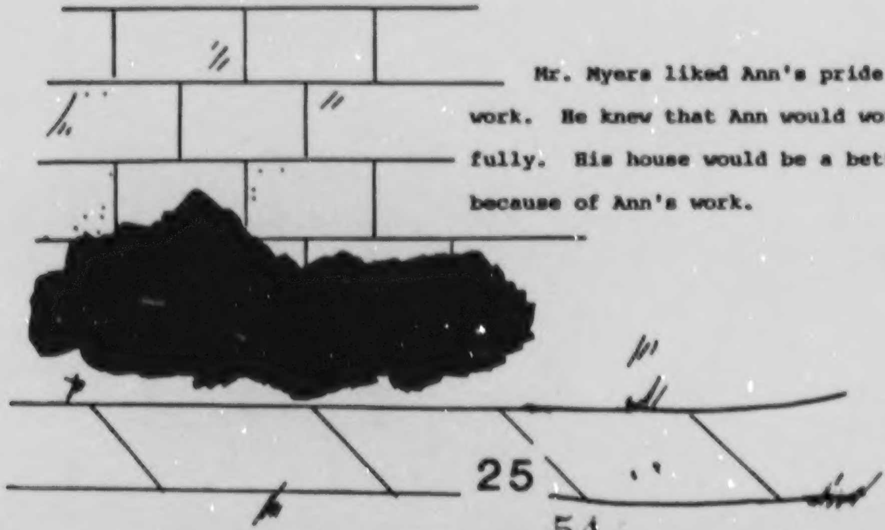






"My favorite job is working on homes," Ann explained, "I get to use all of my skills. I'll work as a cement mason on the house footings and the sidewalk. I'll be a bricklayer when I use cement blocks to build the basement walls. I'll be a stonemason when I use fieldstone to build your fireplace. My work is more interesting when I have different jobs to do."

Mr. Myers liked Ann's pride in her work. He knew that Ann would work carefully. His house would be a better home because of Ann's work.



Page 26

The student classifies statements according to content.

Notes

New Words

An apprentice is a person who works for someone else in order to learn about that person's work. An apprentice begins by doing very simple tasks like getting tools, holding parts in place, and carrying materials and supplies. An apprentice goes to classes to learn some skills. Other skills are learned on the job. As an apprentice learns more, he does more difficult jobs. An apprentice may work three, four, or even five years to learn all of the skills he needs to know.

When an apprentice finishes the program, he becomes a journeyman. A journeyman is an experienced worker with all the skills he needs to do his job properly. As a journeyman, a worker will have apprentices to work for him and to learn from him.

Read each sentence below. If the sentence tells about an apprentice, write "A" in the circle near that sentence. If the sentence tells about journeymen, write "J" in the circle.

Ⓐ 1. Mike is learning to mix mortar.

Ⓙ 2. Sharon teaches blueprint reading at night.

Ⓐ 3. Kenneth carried the bags of concrete to the cement mixer.

Ⓐ 4. Sue learned how to smooth concrete with a trowel.

Ⓙ 5. Ed held up the plumb bob and talked about how to use it.

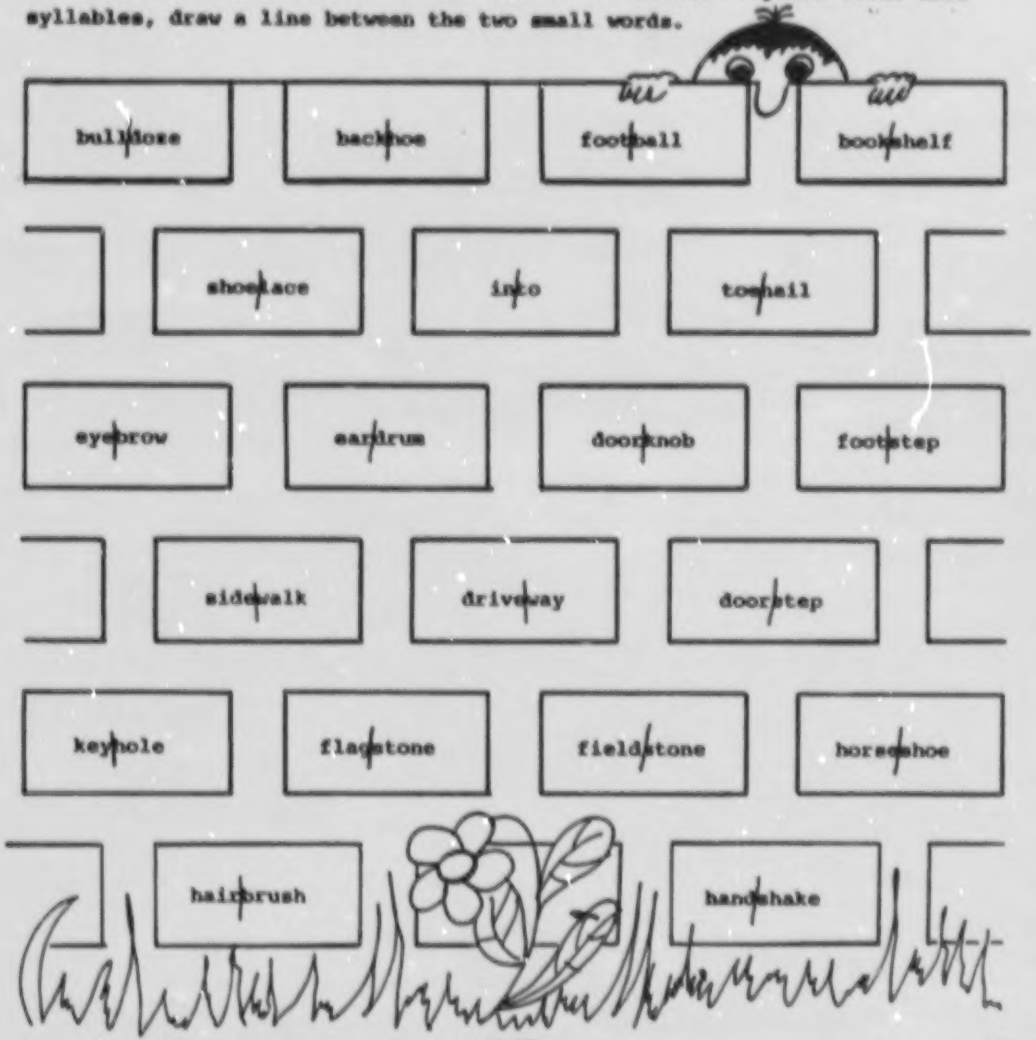
Page 27

The student divides compound words into syllables.

Notes

Syllables

Masons use chisels to divide bricks or stone into smaller pieces. You are going to divide words into smaller pieces called syllables. All of the words written on the brick wall below are compound words. Compound words are made of two or more small words. To divide compound words into syllables, draw a line between the two small words.


bulldoze
backhoe
football
bookshelf
shoelace
into
toenail
eyebrow
eardrum
doorknob
footstep
sidewalk
driveway
doorstep
keyhole
flagstone
fieldstone
horseshoe
hairbrush
handshake

Page 28

The student classifies reading selections as fact or fantasy.

Notes

Fantasy / Reality

Read each short story below. Tell whether each story is real or make-believe by marking the correct circle beneath each story.

1. The mason smoothed the wet concrete with a trowel, then left to go home. When he returned to the construction site, there were footprints all over the sidewalk.

● real
○ make-believe

2. Ann threw the bricks in a huge pile. Then she mixed the mortar and poured it on top of the pile of bricks. She wiggled her nose up and down. Presto! The pile of bricks and mortar became a fireplace!

○ real
● make-believe

3. The cement truck backed to the very edge of the large hole. As the drum on the back of the truck turned slowly, concrete flowed down the chute. When the truck was empty, the driver drove the truck away.

● real
○ make-believe

4. Ed built a brick wall around the yard. First, he placed the bricks along the top. He wanted to make sure the wall was the right height. When the top row was finished, he added more rows of bricks, until the wall reached the ground.

○ real
● make-believe

5. Mrs. Myers uses icing like a mason uses mortar. She puts icing between the layers of her cake to hold the layers together. A mason puts mortar between the layers of bricks to hold the bricks together.

● real
○ make-believe

6. The mason used wet mortar to hold the cinder blocks in place. He was building the basement walls of the house. When the walls were finished, his pet dragon would puff on the walls to dry them.

○ real
● make-believe

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B5 Carpenter

Vocabulary

cabinetmaker
carpenter*
circular
dangerous
electricity
exact
furniture
makeshift
patience

*developed in text/activity

Extension

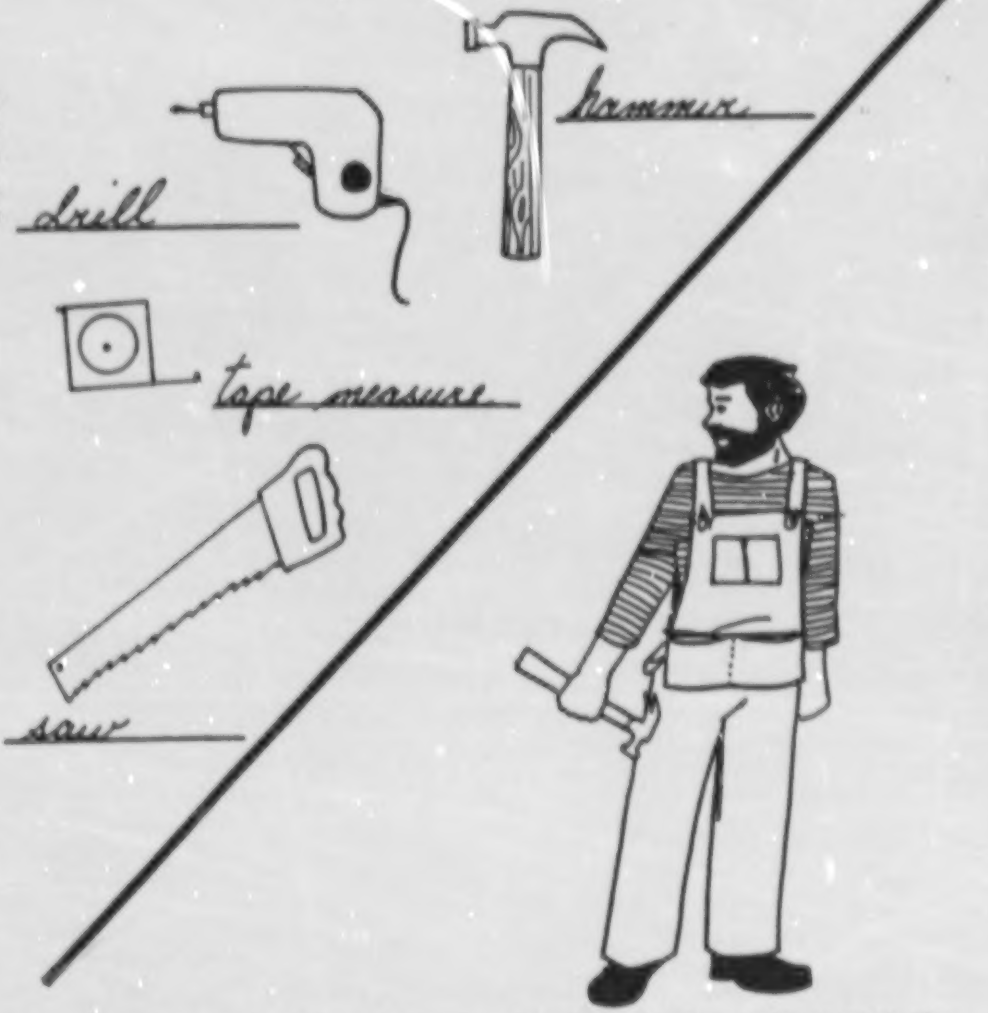
1. Arrange for a carpenter to speak to the class.
2. Organize popsicle stick carpentry project.
3. Display carpenters' tools.

Page 29

Pictures may be discussed in conjunction with vocabulary development or labeled after the story has been read.

Notes

B--5 Carpenter



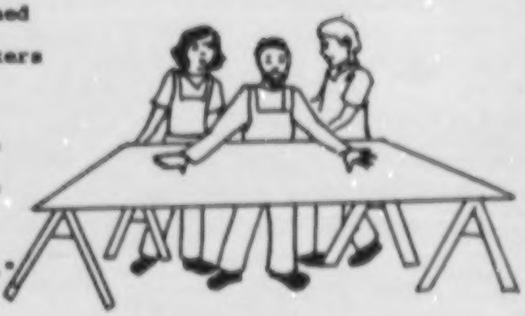
The carpenter is building a house. He has measured exactly so that the boards will fit squarely. He has cut the boards carefully so they are the exact length that he needs.

Pages 30-32

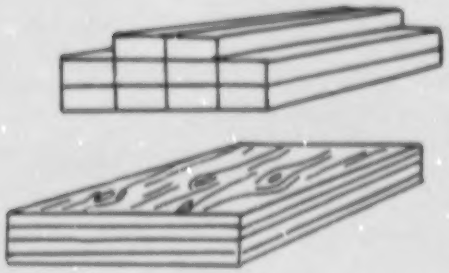
The student reads the story or the instructor reads the story to the student(s).

Carpenter

A few days later, Mr. Myers returned to the construction site. Several workers were standing near a makeshift table. They were reading the blueprints of Mr. Myers' house. Lumber was piled nearby.



"These workers must be carpenters," thought Mr. Myers. He walked closer and greeted the carpenters. Mr. Myers listened as the carpenters talked about their work.

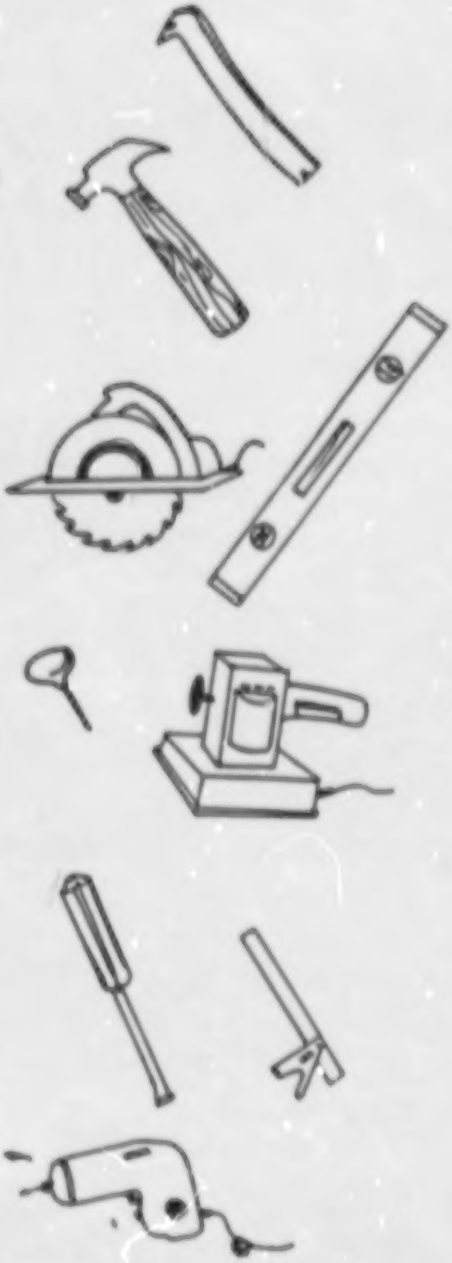


Carpenters work with wood and other materials that are used like wood. They measure, cut, and join pieces of wood, wallboard, and siding. They may use nails, screws, or glue to join the pieces. There are three kinds of carpenters' work. Rough carpentry is building concrete forms, or laying the sheeting that covers the floors, the roof, and the outside walls of the building. Finish carpentry is more difficult. More skill is needed to hang doors, set in window frames, or

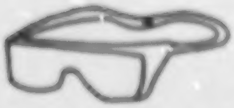
build stairs. Most carpenters are good at both rough and finish carpentry. Cabinetmakers are the most highly skilled carpenters. Cabinetmakers need patience when building cupboards, cabinets, or furniture.

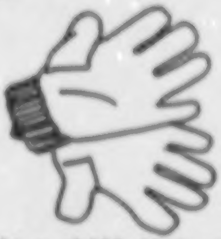
Carpenters learn their skills as apprentice carpenters. They begin by learning rough carpentry. Apprentices work as journeymen's helpers. As apprentices' skills improve, they learn to do more difficult work. Apprentice carpenters go to classes to learn about blueprints, construction materials, and tools. It takes apprentices four years to become journeymen carpenters.

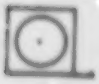
Carpenters use many different tools. Some tools need electricity to work. Circular saws, power drills, and sanders are called power tools. They are powered by electricity. Other tools, like hammers and screwdrivers,

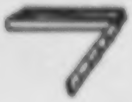


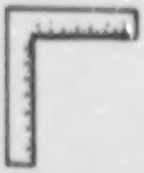
are called hand tools. Hand tools are not powered by electricity. Both hand and power tools can be dangerous to use. Carpenters learn how to use them safely. As apprentices, they learn to care for their tools.











Measuring is a skill that carpenters use every day. They use measuring tapes, carpenters' rules, and steel squares to measure lines and angles. Carpenters measure carefully so that pieces of wood will fit exactly in each place. This helps make the building stronger and more pleasing to look at.

Carpenters can be found at any construction site. They often work outdoors in all kinds of weather. Carpenters may work high in the air building roofs. They may work below ground building concrete forms.

Mr. Myers was surprised that carpenters do so many different jobs. He learned why they are important workers.

Page 33

The student uses the rule provided to divide "vccv" words into syllables.

Notes

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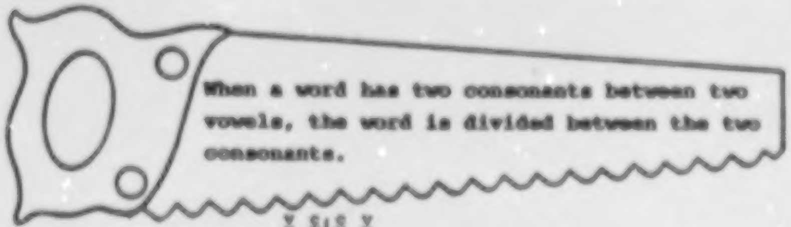
Syllables

Carpenters use saws to cut lumber into smaller pieces. We use rules to divide words into smaller pieces called syllables.

VCCV Rule



When a word has two consonants between two vowels, the word is divided between the two consonants.

V C|C V
lum|ber

Mark the letters in the words below. Write "V" on the lines over the vowels. Write "C" on the lines over the consonants. Draw a line to divide the words into syllables.

V C/C V struc/ture	V C/C V trac/tor	V C/C V/C C V car/pe/nter
V C/C V of/fice	V C/C V cor/rect	V C/C V bet/ter
V C/C V col/lege	V C/C V num/ber	V C/C V car/ry
V C/C V pic/tures	V C/C V rol/ler	V C/C V con/nect
V C/C V pen/cil	V C/C V bot/tom	V C/C V cut/ter
V C/C V com/pass	V C/C V mor/tar	V C/C V plas/tic
V C/C V win/dow	V C/C V ham/mer	V C/C V win/ter

Complete the rule: When a word has two consonants between two vowels, divide between the consonants

Page 34

The student uses context clues to identify given words as nouns or as verbs.

Notes

Nouns and Verbs

Some words can be used as nouns or as verbs. In the sentence "I have five fingers on my hand," the word "hand" is a noun. "Hand" is the name of something. In the sentence "Please hand me a pencil," the word "hand" is a verb. It is an action word.

Read each sentence below. If the underlined word is a noun, write "N" on the line in front of that sentence. If the underlined word is a verb, write "V" on the line.

N 1. The carpenter used glue to hold the picture frame together.

V 2. Ed will glue the two pieces of wood together at the corners.

V 3. Jim will hammer the nail into the wall.

N 4. Sharon dropped the hammer on her toe.

N 5. The carpenter carefully sharpened his saw.

V 6. Howard will saw the board into three pieces.

N 7. The plumber measured the bend in the pipe.

V 8. The electrician will bend the wires so they fit.

N 9. Abe used a screw to hold the switch plate.

V 10. Brenda will screw the hook into the wall.

V 11. The carpenter will nail the two boards together.

N 12. A nail held the picture in place.

Page 35

The student reads selections and chooses the most appropriate titles.

Notes

Main Idea

On the line above each paragraph write the title which best fits that paragraph. The titles are listed at the bottom of the page.

1. What Is A Carpenter?

Carpenters work to build structures from wood and other materials that are used like wood. They may build houses, garages, stores, or other structures. Sometimes they work outdoors. Other times they work inside.

2. Carpenters' Skills

Carpenters use many skills when they work. They measure carefully and cut materials exactly. Carpenters estimate the amount of materials needed for each job. They read blueprints carefully, so they know what the architect wants. Carpenters use their knowledge of building materials to build sturdy, beautiful buildings.

3. Carpenters' Tools

Carpenters use many tools at work. They use hand saws and power saws to cut wood and other materials. Hammers are used to pound nails into wood and to pull nails from wood. A brace and bit or an electric drill is used to make holes in wood.

4. Training to be a Carpenter

Carpenters can learn their skills by going to a community college, joining an apprentice program, or by working for an experienced carpenter. Community colleges and apprentice programs offer on-the-job training and classes to teach skills like blueprint reading. Learning by working with an experienced carpenter offers only on-the-job training.

Carpenters' Tools

Carpenters' Skills

Training to be a Carpenter

What Is A Carpenter?

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B5 Plumber

Vocabulary

air conditioner
connecting
elbow*
faucet
installed
plastic
plumber*
tee*
thread*
waste
weld
wrench

*developed in text/activity

Extension

1. Tour school basement (if permissable) and inspect plumbing.
2. Invite plumber to talk with students.
3. Display plastic plumbing fixtures that the students can experiment with.

Page 36

Pictures may be discussed in conjunction with vocabulary development or labeled after the story has been read.

Notes

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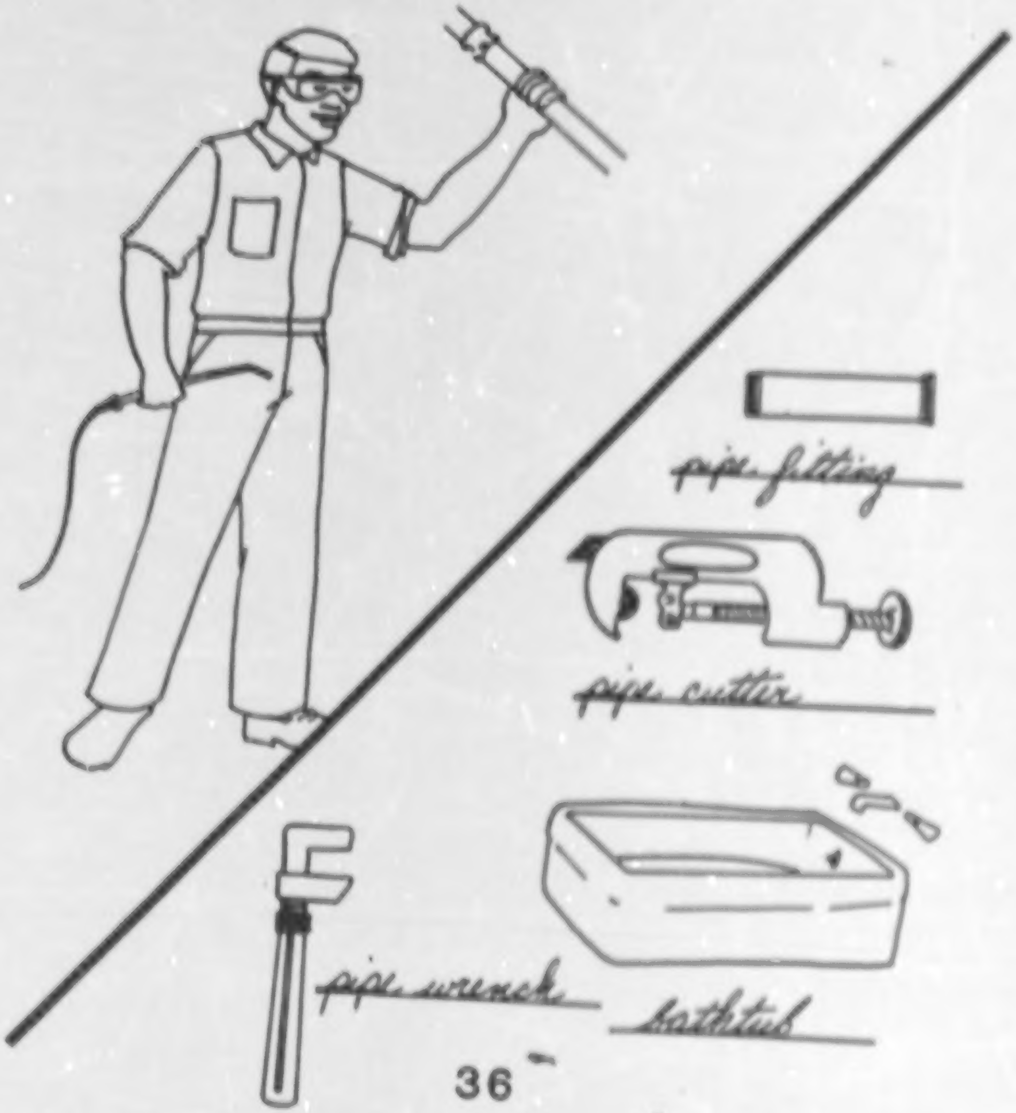
B--5 Plumber

Plumbers work with metal or plastic pipes that carry water, air, or gases. This plumber is connecting two pipes with an elbow fitting. He welds the fitting in place with a torch.



Pages 37-39

The student reads the story or the instructor reads the story to the student(s).

Notes

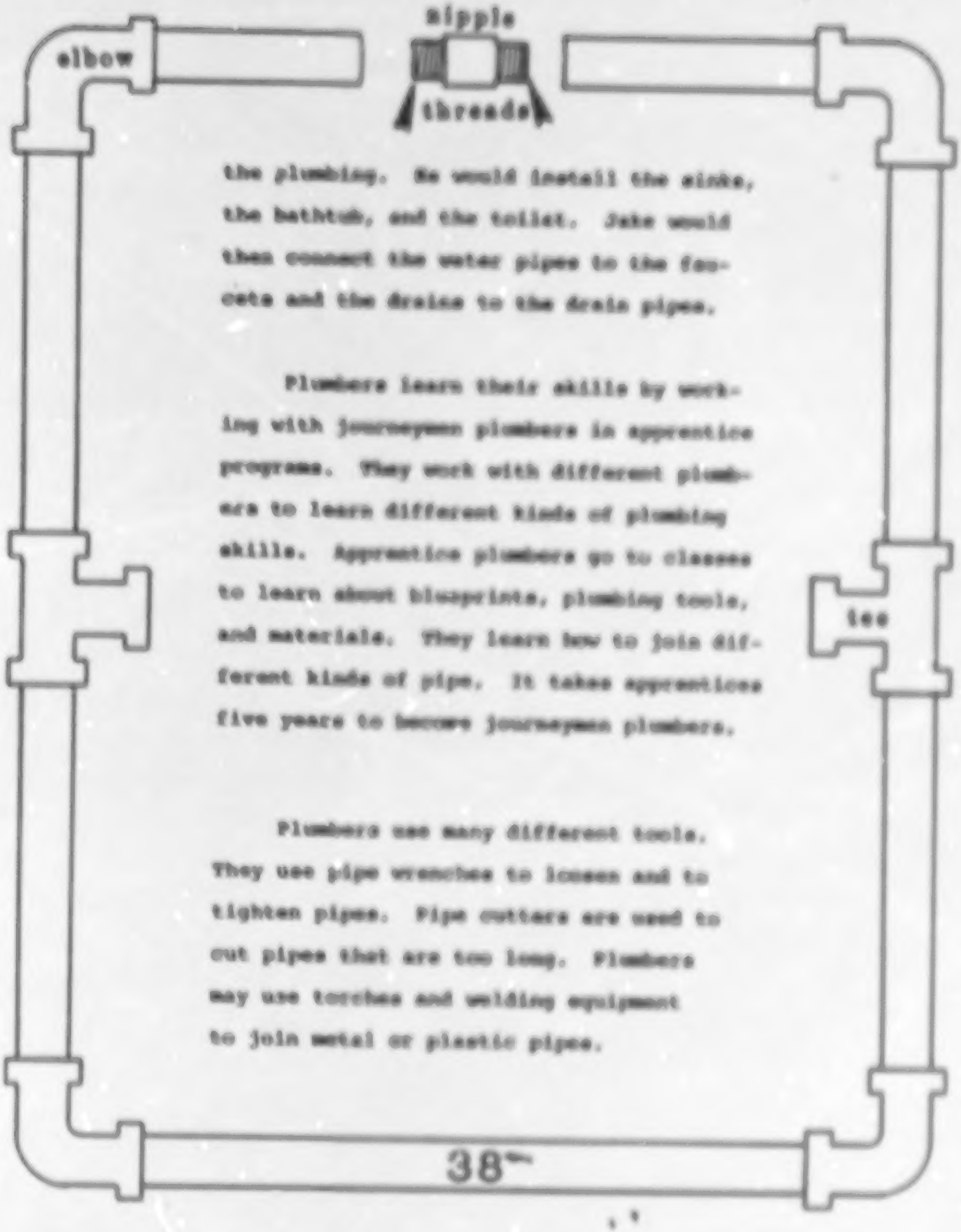
Plumber

One day when he was at the construction site, Mr. Myers met the plumber.

"Good morning, Mr. Myers," said Jake. "Now that the outside of your house is built, I've come to rough in the plumbing.

Jake explained that roughing in means installing the plumbing pipes that lie beneath walls and floors of a finished house. First, Jake read the blueprints. The blueprints showed which rooms needed plumbing and where the pipes should go. Jake installed the pipes that would carry water to the kitchen and the bathroom. Then he installed the pipes that would drain waste water from the house. Jake connected the water heater in the basement to the pipes that would carry hot water to the faucets.

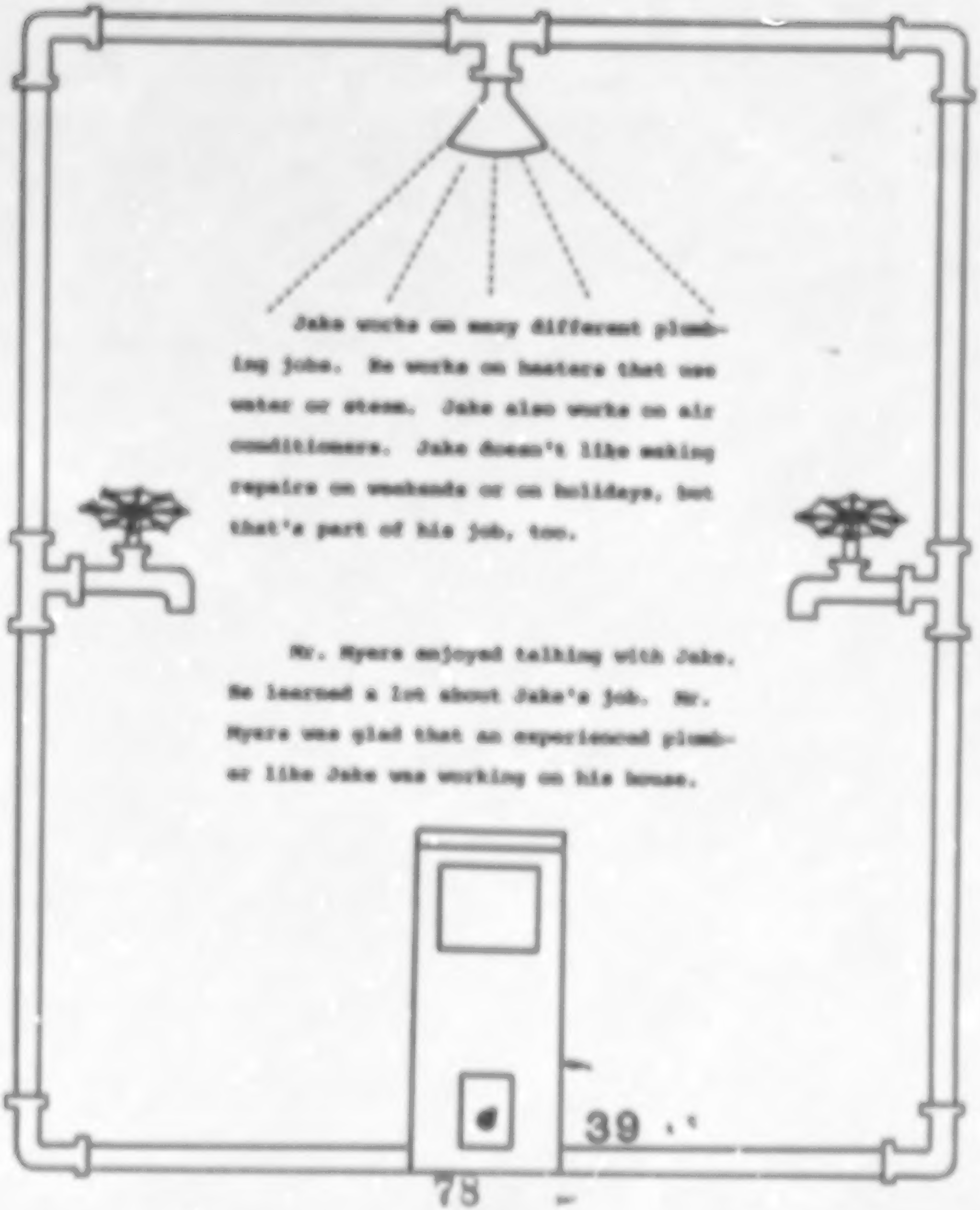
After the inside walls and the floors were built, Jake would come back to finish



the plumbing. He would install the sinks, the bathtub, and the toilet. Jake would then connect the water pipes to the faucets and the drains to the drain pipes.

Plumbers learn their skills by working with journeymen plumbers in apprentice programs. They work with different plumbers to learn different kinds of plumbing skills. Apprentice plumbers go to classes to learn about blueprints, plumbing tools, and materials. They learn how to join different kinds of pipe. It takes apprentices five years to become journeymen plumbers.

Plumbers use many different tools. They use pipe wrenches to loosen and to tighten pipes. Pipe cutters are used to cut pipes that are too long. Plumbers may use torches and welding equipment to join metal or plastic pipes.



Jake works on many different plumbing jobs. He works on heaters that use water or steam. Jake also works on air conditioners. Jake doesn't like making repairs on weekends or on holidays, but that's part of his job, too.

Mr. Myers enjoyed talking with Jake. He learned a lot about Jake's job. Mr. Myers was glad that an experienced plumber like Jake was working on his house.

Page 40

The student use the rule provided to divide "vcv" words into syllables.

Notes

Syllables

Plumbers use pipe cutters to cut metal pipes into shorter pieces. Use the rule below to help you divide words into smaller pieces called syllables.

VCV Rule: When a single consonant falls between two vowels, look at the vowel which comes before the consonant to tell where to divide the word. If the first vowel has a long sound, divide the word between the first vowel and the consonant. If the first vowel has a short sound, divide the word between the consonant and the second vowel.

$\bar{V}$ C V
t o/k e n

$\breve{V}$ C V
p r i s/o n

Mark the letters in each word below. Write "V" on the lines over the vowels and "C" on the lines over the consonants. Then draw a line between the syllables in each word.

V C V w a g/o n	V C/V r o b/i n	V/C V b a/b y
V C V b e/g a n	V C/V m a n/y	V C/V n e v/e r
V C V o/v e r	V/C V p o/n y	V/C V b e/l o n g
V C/V c i t/y	V/C V l a/d y	V C/V f i n/i s h
V C/V m i n/u t e	V/C V m a/s o n	V/C V p a/p e r
V/C V r a/d a r	V C/V r i v/e r	V C/V s e c/o n d
V C/V s e v/e n	V C/V v i s/i t	V/C V b e/h a v e

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Page 41

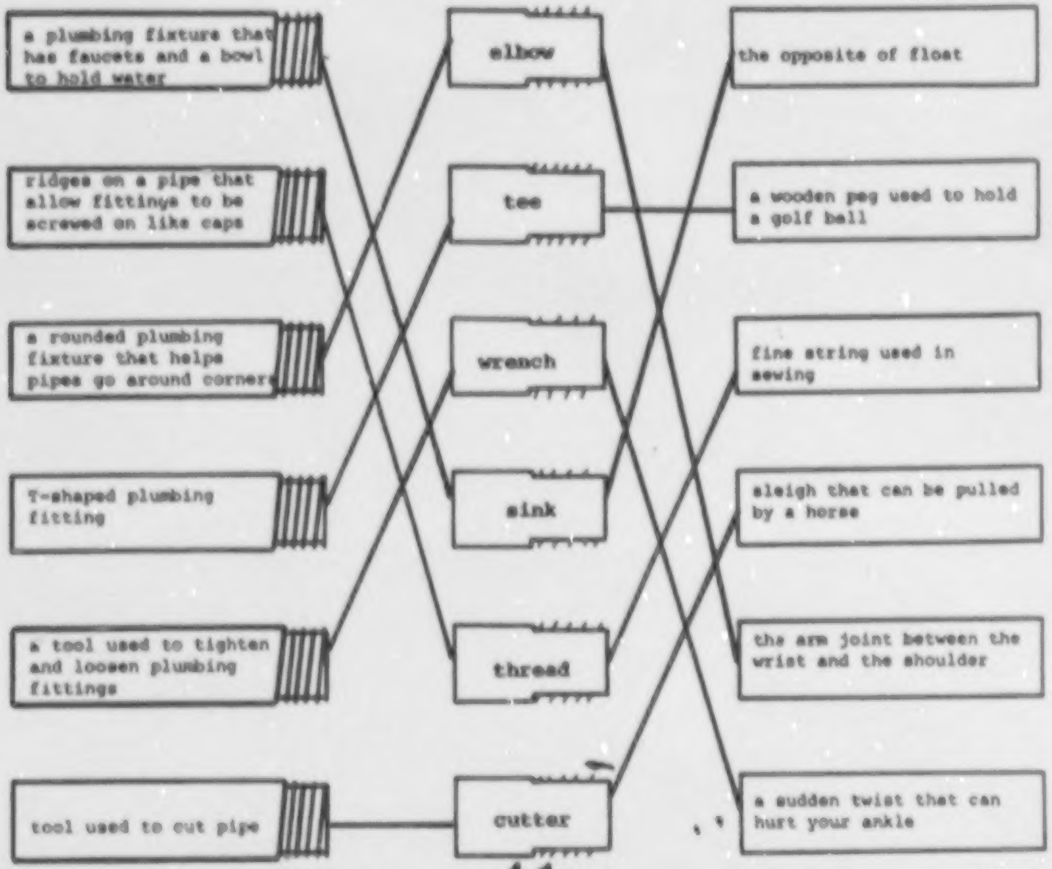
The student matches plumbing words to two meanings.

Notes

Two Meanings

Some words have more than one meaning. For instance, the word "foot" can mean a part of the body, or a length of twelve inches.

The plumbing words listed in the center of your page all have two meanings. In the left-hand column are the plumbing meanings. In the right-hand column are the other meanings for the words. Draw a line from each word to the correct plumbing meaning in the left-hand column. Now draw a line from each word to the other meaning in the right-hand column. If you're not sure of a meaning, check a dictionary.



a plumbing fixture that has faucets and a bowl to hold water

ridges on a pipe that allow fittings to be screwed on like caps

a rounded plumbing fixture that helps pipes go around corners

T-shaped plumbing fitting

a tool used to tighten and loosen plumbing fittings

tool used to cut pipe

elbow

tee

wrench

sink

thread

cutter

the opposite of float

a wooden peg used to hold a golf ball

fine string used in sewing

sleigh that can be pulled by a horse

the arm joint between the wrist and the shoulder

a sudden twist that can hurt your ankle

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Page 42

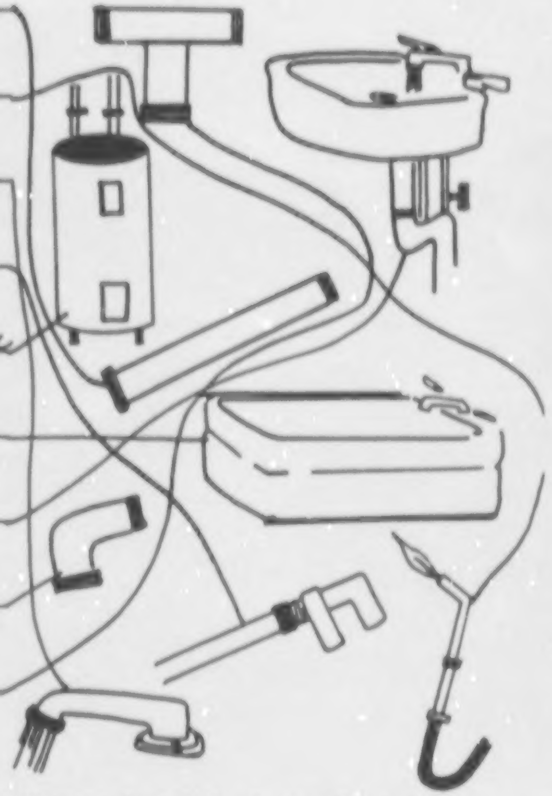
The student unscrambles plumbing words.

Notes

Scramble

Unscramble the words below to spell things that plumbers use. Write each correctly spelled word on the line beside the scrambled word. Then draw a line from each word to the picture that shows that word.

1. ippe pipe
2. thorc torch
3. eacuft faucet
4. chrewn wrench
5. twear atheer water heater
6. thabbut bathtub
7. knis sink
8. lobew elbow
9. ete tee



On a separate sheet of paper write a sentence for each of any five of the words you unscrambled.

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B5 Electrician

Vocabulary

cable*
electrician*
fixture
fuse
insulation*
located
pliers

Extension

1. Invite an electrician to talk with students.
2. Organize simple circuitry projects.

Page 43

Pictures may be discussed in conjunction with vocabulary development or labeled after the story has been read.

Notes

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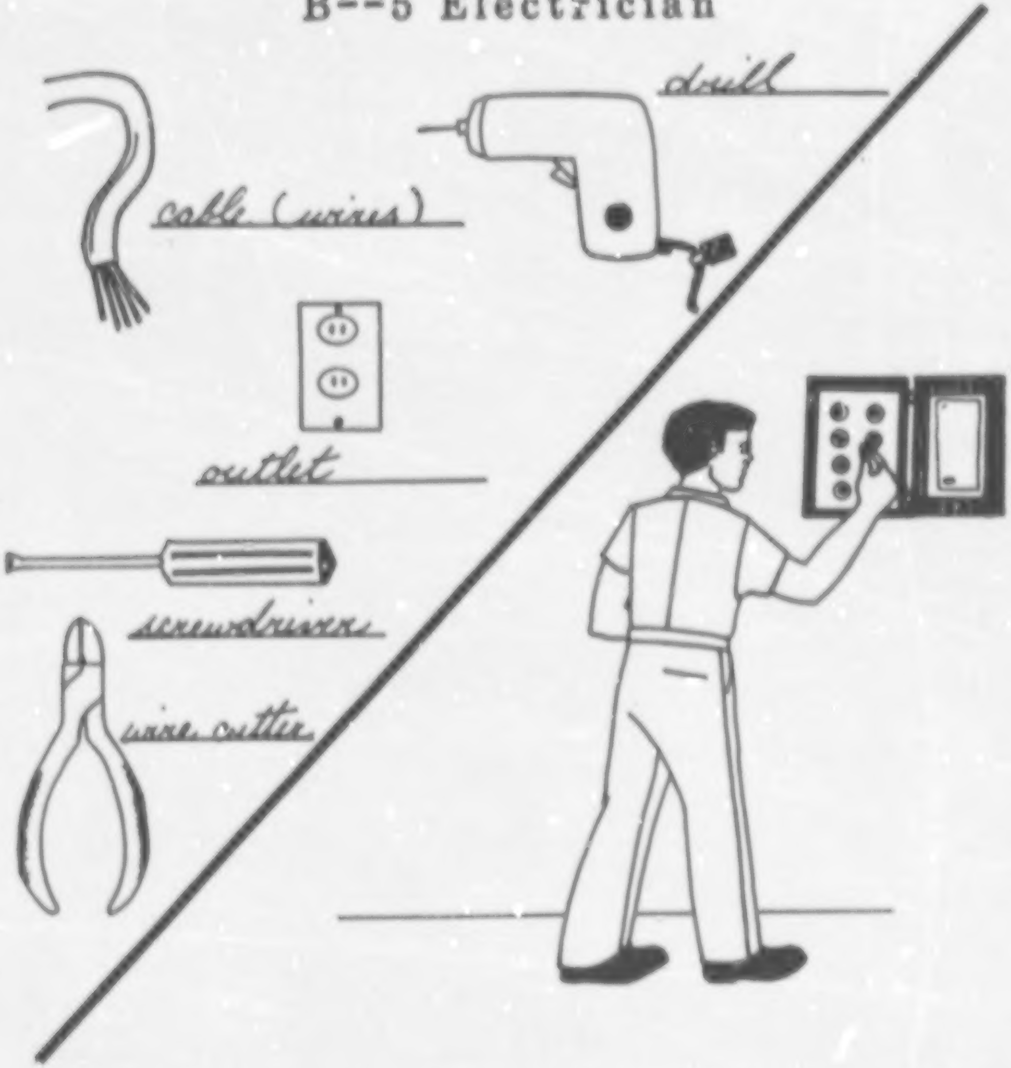
B--5 Electrician



An electrician installs the wiring that will carry electricity through a building. This electrician is putting fuses in the main electrical box which is located in the basement of Mr. Myers' home.

Pages 44-46

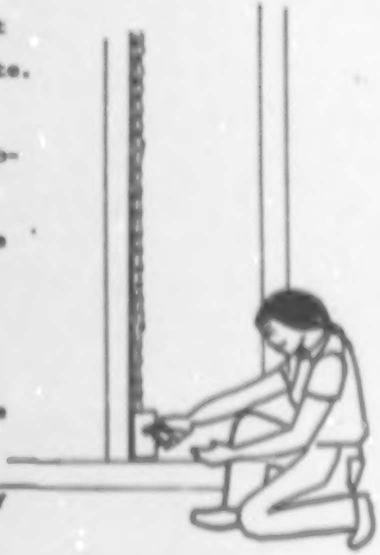
The student reads the story or the instructor reads the story to the student(s).

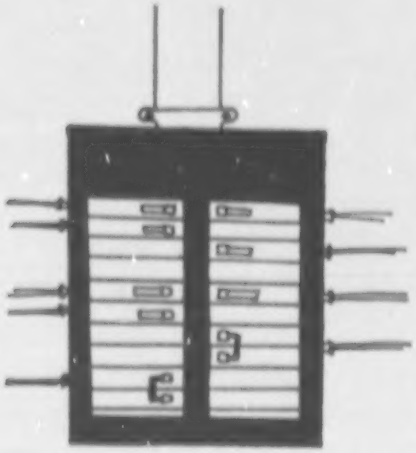
Notes

Electrician

Several days later, Mr. Myers met another worker at the construction site. Eve, the electrician was roughing in the electrical wiring. Like the plumber, Eve had to install most of the wiring before the inside walls and the floor were put in.

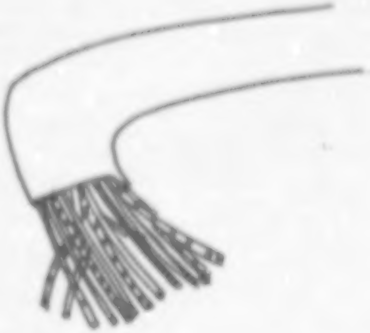
"Often, I work along with the plumber," Eve said. "Our work is alike in some ways. He installs pipes to carry water. I install wires to carry electricity."





Eve used the blueprints to find where outlets, switches, and electrical fixtures would be placed in the house. Eve installed the main electrical box in the basement. All of the electrical switches, outlets, and fixtures were connected to the main box with cable.

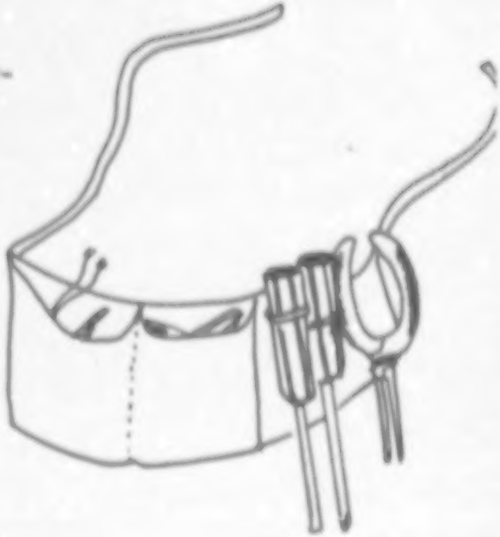
"This cable," Eve explained "holds the wires that will carry the electricity. Each wire is covered with plastic called insulation. This insulation keeps the copper wires from touching. The outside of the cable can be plastic or metal. Today, I'm using plastic coated cable."

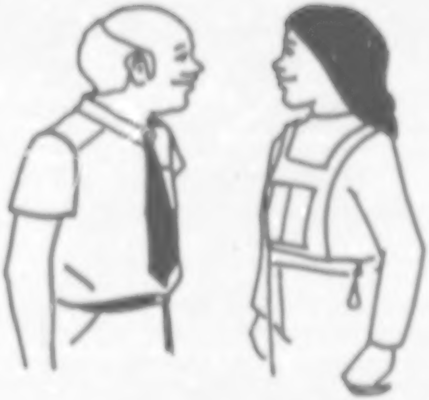


Eve will come back to the construction site when the inside walls and the floors are finished. She will make the final electrical connections to switches and outlets. Eve will also check all of the wiring to make sure that everything works.

"Some electricians begin as apprentices," explained Eve. "I went to a community college. I learned the skills I needed in school. I took classes about reading blueprints, working with electrical materials, and using and caring for tools. Part of our course work was wiring a house that the college was building. I went to school for two years to become an electrician. Some colleges have a one-year course."

Electricians own their own hand tools. They keep tools like screwdrivers, pliers, and wire cutters in a leather tool belt. This belt keeps the tools within reach. Electricians use testing equipment to check the wires they are working with. They often use tools like saws and drills to help them install cable.





Talking with Eve made Mr. Myers feel good about the electricity that would flow through his house. He knew that Eve was a careful worker who used her skills wisely.

Page 47

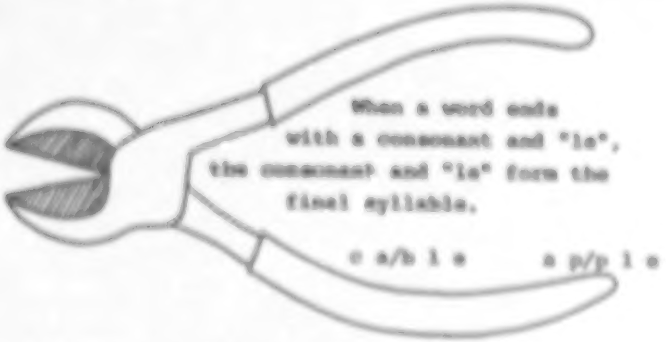
The student uses the rule provided to divide words ending in "le" into syllables.

Notes

Syllables

Electricians use wire cutters to cut cable into shorter pieces. We use rules to divide words into syllables. This rule will help you divide words that end with "le".

Consonant + le Rule



When a word ends with a consonant and "le", the consonant and "le" form the final syllable.

c a/b l e   a p/p l e

Draw a line between the syllables of the words below.

t a/b l e
a n/g l e
c i r/c l e
l i t/t l e
m a r/b l e
b u n/d l e
s n u g/g l e

t h i m/b l e
s i m/p l e
p e o/p l e
c o u/p l e
t r i/p l e
g i g/g l e
t r o u/b l e

c r u m/b l e
p u z/z l e
d o u/b l e
w i g/g l e
c a n/d l e
c r a/d l e
b u b/b l e

Page 48

The student identifies underlined portions of sentences as being the cause or the effect.

Notes

Cause and Effect

Sometimes one action makes something else happen. The action is called the cause. What happens is called the effect. Look at this sentence.

When Martha turned on the switch, the lamp lit up brightly.

"When Martha turned on the switch" is the cause of the lamp's lighting. "The lamp lit up brightly" is the effect of Martha's turning on the switch.

Read each sentence below. Tell whether the underlined part of the sentence is the cause or the effect in that sentence. If the underlined part is the cause, write "C" on the line in front of the sentence. If the underlined part is the effect, write "E" on the line.

_C_ 1. Eve carries her tools in a leather belt so they are always close at hand.

_E_ 2. The cable parted when Eve squeezed the wire cutters.

_E_ 3. Because the wires rubbed together the insulation wore off.

_C_ 4. Eve had to install new wires because the insulation wore off.

_E_ 5. When Eve pushed the lever on the electrical box, electricity flowed through the wires.

_C_ 6. After she plugged the radio into the outlet, it worked well.

_C_ 7. Eve went to college for two years to become an electrician.

_E_ 8. Eve left her screwdrivers out in the rain and they rusted.

_C_ 9. Eve had to clean the screwdrivers because they had rusted.

_E_ 10. Sometimes Eve works late because she wants to finish a job.

_E_ 11. Since there was no electricity in the house, Eve used a brace and bit to drill the hole.

Page 49

The student makes words using the letters in the word "electrician".

Words

See how many smaller words you can make from the letters found in the word electricians.

ELECTRICIANS

act
acts
air
an
ant
ants
arc
arctic
art
arts
at
can
cane
car
cart
cast
clan
clans
clean
cleans
crane
cranes
cries
ear
ears
eat
eats
eel
eels
elect
electric
elects
enter
enters
entire
erect
erects
ice
in
inert
insect
inset
insert
is
it
lane
lanes
late
lean
leans
learn
learns
lease
least
leer
leers
lice
line
lines
near
nears
neat
nest
nice
rain
ran
rat
rats
real
reel
reels
rent
rents
rest
rice
scan
scant
scare
scat
scene
scent
sect
slain
slice
snare
star
stain
steal
steel
steer
stint
stir
strain
tact
tar
tea
tear
tears
tee
tern
terns
tie
ties
tile
tiles
tin
tine
tines
trace
traces
train
trains
tree
tries

Pages 50-51

The student responds to true/false statements by coloring in an illustration.

Notes

Construction Review

Finally, Mr. Myers and his family moved into their new house. They enjoyed living in a house where everything was new and fresh. They often talked about all of the workers who had made their home such a nice place to live.

The Myers family made up this activity to quiz themselves about the workers. Read the sentences and follow the directions to complete the chart on the next page.

If an architect prepares the plans for buildings, fill in the #1 spaces.

If an architect thaws frozen pipes, fill in the #2 spaces.

If an architect repairs equipment, fill in the #3 spaces.

If a carpenter builds stairs, fill in the #4 spaces.

If a carpenter reads blueprints, fill in the #5 spaces.

If a plumber usually works in an office, fill in the #6 spaces.

If a plumber fixes pipes, fill in the #7 spaces.

If a plumber mixes concrete, fill in the #8 spaces.

If an electrician installs sinks, fill in the #9 spaces.

If a heavy equipment operator draws blueprints, fill in the #10 spaces.

If an electrician installs wiring, fill in the #11 spaces.

If a mason builds walls, fill in the #12 spaces.

If a mason mixes concrete and mortar, fill in the #13 spaces.

If a mason installs furnaces, fill in the #14 spaces.

If a heavy equipment operator drives a bulldozer, fill in the #15 spaces.

On a separate sheet of paper, write a short paragraph about the chart on the following page.

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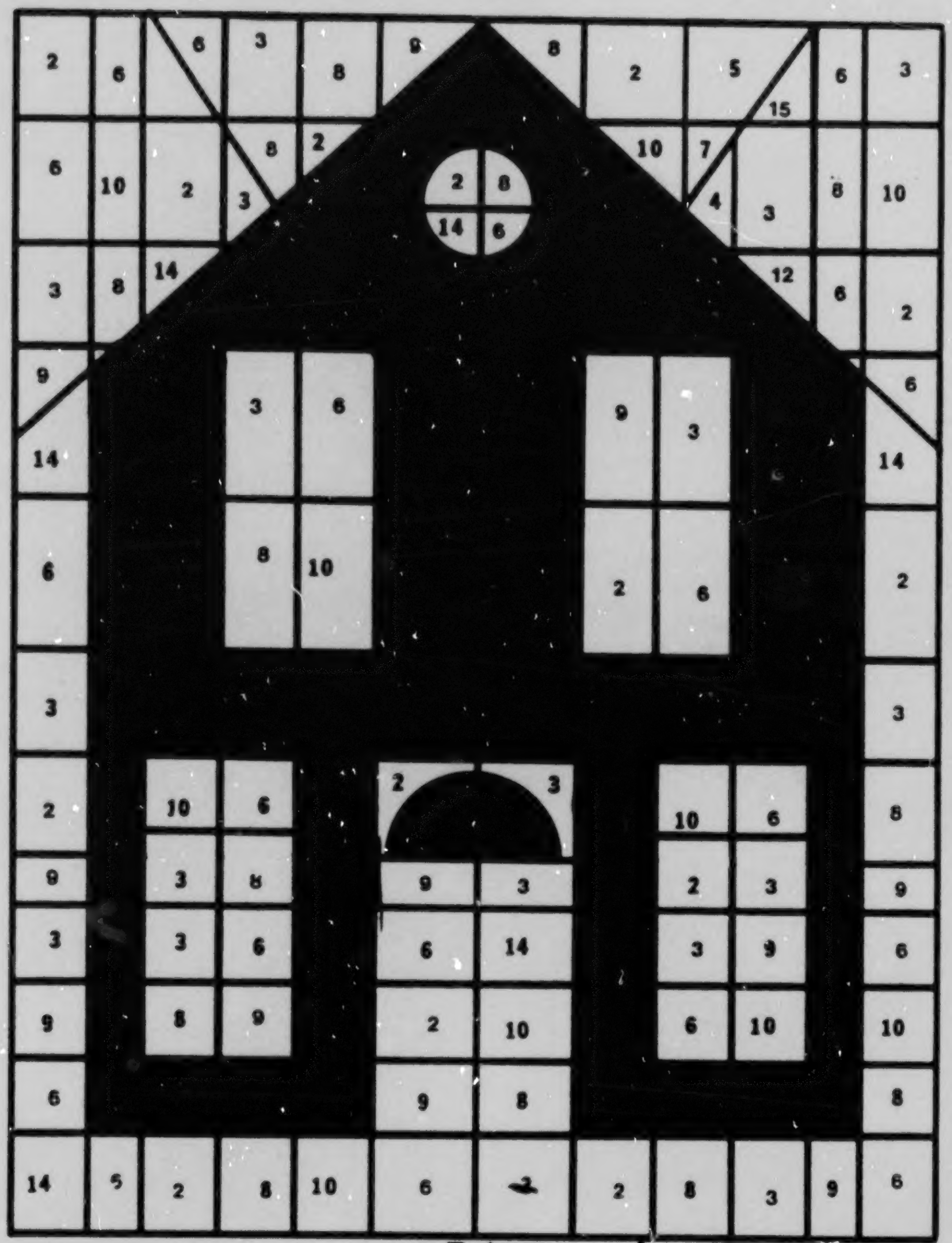
2 6 6 3 8 9 8 2 5 6 3
15
6 10 2 8 3 2 10 7 4 3 8 10
2 8 14 6
3 8 14 12 6 2
9 6
14 14
3 6 9 3
8 10 2 6
6 2
3 3
2 10 6 2 3 10 6 8
9 3 8 9 3 2 3 9
3 3 6 6 14 3 9 6
9 8 9 2 10 6 10 10
6 9 8 8
14 5 2 8 10 6 2 2 8 3 9 6

Pages 52-54

The student identifies construction words in a word search puzzle and organizes the words into worker/tool outline format.

NOTE: The word "tee" appears twice within the word search puzzle.

Notes

Thirty (30) construction words are hidden in the word puzzle on page 53. See how many words you can find before you look at the word list on page 54. All of the hidden words are written in the puzzle from left to right and from top to bottom. Six words are names of construction workers. Twenty-four words are construction tools and equipment.

After you have found all thirty words, use them to fill in the blanks below. Write the name of each construction worker on one of the broken lines. On the solid lines beneath each worker's name, write the names of four tools that worker uses. Use only the words you found in the puzzle.

1. Electrician
cable
fuse
switch
wire

2. Carpenter
hammer
nail
screwdriver
wood

3. Architect
blueprint
drafting table
pencil
compass

4. Plumber
elbow
pipe
tee
torch

5. Operator
backhoe
bulldozer
crane
grader

6. Mason
brick
concrete
mortar
trowel

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Construction Word Find

D	R	A	F	T	I	N	G	T	A	B	L	E	A	F
E	P	I	P	E	B	E	L	B	O	W	A	B	R	H
L	B	D	B	L	U	E	P	R	I	N	T	C	C	N
E	U	E	P	E	N	C	I	L	W	O	O	D	H	O
C	L	C	O	N	C	R	E	T	E	T	E	E	I	J
T	L	B	R	I	C	K	G	C	R	A	N	E	T	C
R	D	S	C	R	E	W	D	R	I	V	E	R	E	A
I	O	G	C	H	T	T	S	F	C	I	N	P	C	R
C	Z	R	A	A	O	R	W	U	O	B	A	R	T	P
I	E	A	B	M	R	O	I	S	M	A	I	K	M	E
A	R	D	L	M	C	W	T	E	P	C	L	M	O	N
N	Q	E	E	E	H	E	C	L	A	K	W	A	R	T
Y	M	R	U	R	W	L	H	S	S	H	I	S	T	E
O	P	E	R	A	T	O	R	V	S	O	R	O	A	R
Z	P	L	U	M	B	E	R	X	T	E	E	N	R	A

architect
backhoe
blueprint
brick
bulldozer
cable
carpenter
compass
concrete
crane
drafting table
elbow
electrician
fuse
grader

hammer
mason
mortar
nail
operator
pencil
pipe
plumber
screwdriver
switch
tee
torch
trowel
wire
wood

* *

Write a paragraph about your favorite worker from the construction cluster.

B5 Communication Introduction

Vocabulary

article
communication*
daily
lecture
magazine
media*
newspaper
performance
reporter

*developed in text/activity

Extension

1. Initiate class discussion of communication
2. Bulletin board--Communication

Page 55

Students read story or instructor reads story to students.

Notes

Introduction to Communication

Workers in the Communication and Media Cluster work to move facts, thoughts, and ideas from one place to another. To communicate means to send facts, thoughts, or ideas to someone else. In order for you to communicate, someone else must receive, or get, the facts, thoughts or ideas that you send.

The easiest way to communicate is to talk. We talk to people who are near us. To talk to someone far away, we use the telephone. Another way to communicate with someone who is far away is to write a letter. In letters, we use written words to communicate our facts, thoughts, or feelings.

Books, newspapers and magazines use written words and pictures to communicate with many people. Another way to communicate facts, thoughts or ideas to a lot of people is a live performance. Plays, lectures, and circuses are live performances. Radio and television are other ways to communicate with many people.

The different things people use to communicate are called media. Books, magazines, movies, radio, and television are all media. We use these media, and many others in our daily communication with others.

Page 56

Student identifies phrases dealing with communication

Notes

Communicate

To communicate is to send facts, thoughts or feelings to someone else. People communicate with spoken words when they talk to others face to face, over the telephone or in movies, television and radio shows. People communicate with written words by writing letters, stories, articles, and poems in books, magazines and newspapers. Posters, labels, signs, and billboards are other ways of communicating with written words.

Sometimes people communicate without spoken or written words. Pictures can communicate facts, thoughts, or feelings. Sirens and other alarms communicate with sound, but not with words. Gestures, or body movements, can be used to communicate feelings.

Read the groups of words below. Draw a circle around the groups of words that describe ways to communicate.

[✓ sending a telegram]
dusting the telephone
[✓ writing on the chalkboard]
closing a book
[✓ smiling at a friend]
[✓ shrugging your shoulders]
jumping rope

[✓ mailing a card]
washing your hands
[✓ drawing a picture]
[✓ raising your hand]
[✓ calling your home]
baking a cake
[✓ ringing a doorbell]

Page 57

Student identifies words that represent communication media.

Notes

Media

Media is a word we use when we talk about the things with which people communicate. Television and radio are media that are used to communicate facts, thoughts, and feelings. Newspapers and magazines are also communication media.

Draw a circle around the words below which are kinds of communication media.

[✓ televisions]
cars
[✓ newspapers]
[✓ magazines]
corners
[✓ billboards]
[✓ labels]

[✓ books]
[✓ advertisements]
desks
[✓ posters]
[✓ movies]
[✓ poems]
shoes

[✓ filmstrips]
[✓ tape recordings]
[✓ radios]
staplers
[✓ records]
ladders
[✓ instructions]

Page 58

Students read story or the instructor reads the story to student(s).

Notes

Marcia Krantz, Reporter

Marcia Krantz wants a career in the Communication and Media Cluster. To find out more about jobs in the Communication and Media Cluster, Marcia got a job as a reporter on her high school newspaper. Although Marcia would not get paid, she felt the experience would be good for her.

Marcia's first job was to do a weekly newspaper article about careers and workers. Guess which career cluster Marcia began first. That's right! Communication and Media.

As you read each of Marcia's articles, ask yourself if this is the type of work you'd like to do.

B5 Telephone Lineworker

Vocabulary

auger
barge
connect
distance
electrician
foreman
information
jack phone*
lineworker*
pliers
screwdriver
utility bucket

*developed in text/activity

Extension

1. Contact telephone company to get information about job descriptions, training programs, and requirements.
2. Invite lineworker (or other telephone employee) to talk with class.

Page 59

Pictures may be discussed in conjunction with vocabulary development or labeled after the story has been read.

Notes

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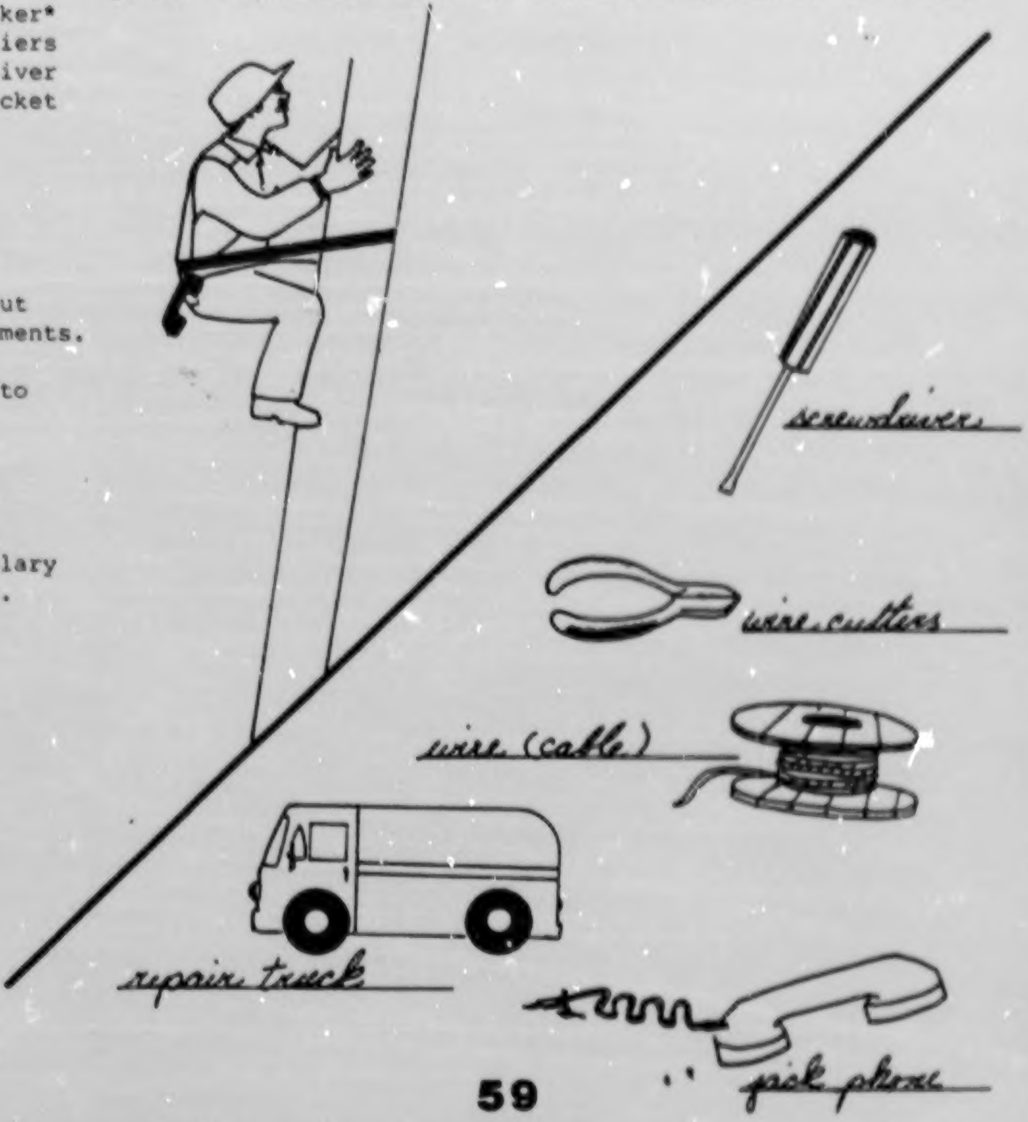
B-5 Telephone Lineworker

Telephone lineworkers work high in the air on telephone poles. They connect the wires that carry telephone communications.



Pages 60-61

Student reads story or instructor reads story to student(s).

Notes

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TELEPHONE LINEWORKERS HAVE HIGH TIMES

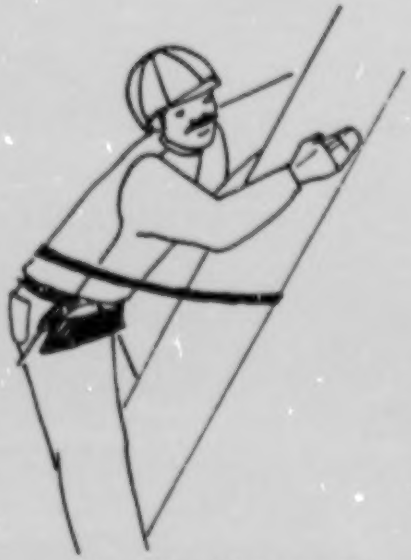
By Marcia Krantz

Louis Gomez is a telephone lineworker. Because of workers like Louis, people can use telephones to communicate over long distances. Information is moved through telephone wires, so it's important that the wires are in good repair.

To repair telephone lines, Louis climbs to the tops of telephone poles. "It's important for a lineworker to feel comfortable in high places," explained Louis. "Often lineworkers need both hands to work on wires. We wear special belts which hold us in place on the poles. When storms cause lines to break, lineworkers go out to fix them. We sometimes work atop poles in high winds, rain, or snow."

Louis also connects new houses to telephone lines. He works with a crew to set up poles which will hold the lines. An auger, which works like a drill, makes a hole where the telephone pole will stand. A machine places the heavy pole in the hole. When the pole is set, Louis climbs it to connect the wires. Sometimes he works in a utility bucket hooked to the back of the truck. The bucket lifts him from the truck to the top of the pole. Working in a utility bucket is a safer way to work.

Louis learned to be a lineworker in a training program run by the telephone company. He had taken some shop courses in high school. Louis also had taken courses in operating heavy equipment at vocational school. These experiences helped him learn the skills he needed to be a lineworker.



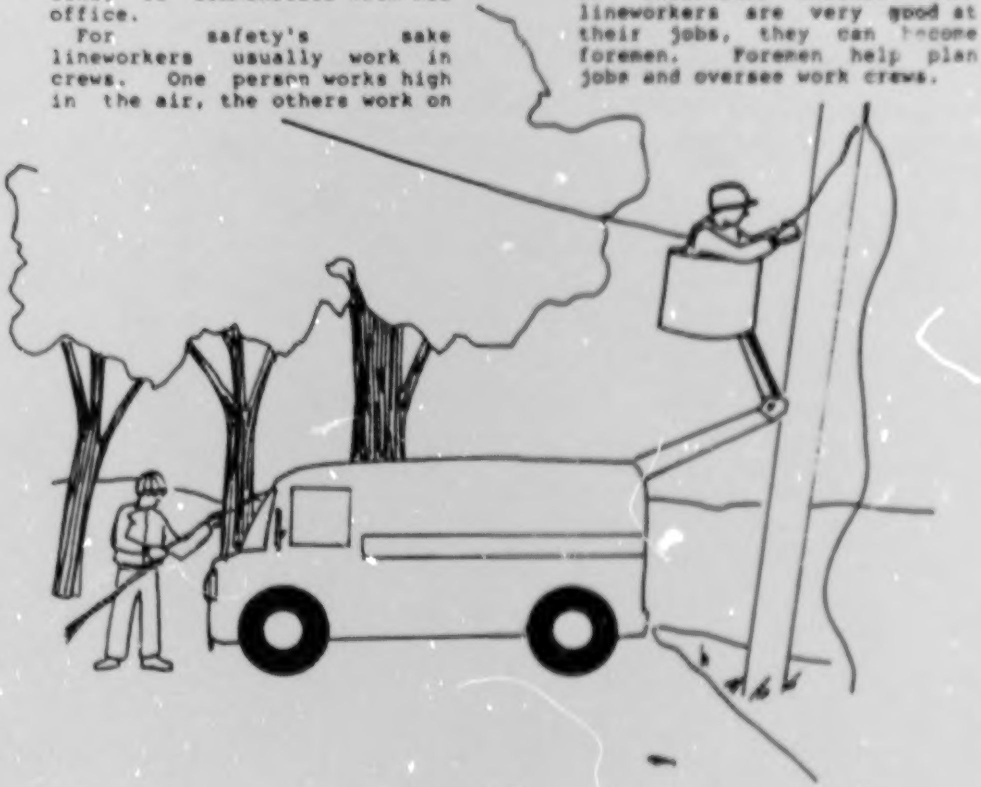
(See Lineworker page 61)

LINEWORKER

Louis uses many of the same tools used by electricians because, like electricians, Louis works with wires. He uses wire cutters to cut wires and cables. Pliers are used to hold wires in place while connections are made. Louis also uses common tools like screwdrivers and hammers. He uses a jack phone, which can be connected to any telephone line, to communicate with his office.

For safety's sake lineworkers usually work in crews. One person works high in the air, the others work on the ground. Someone on the ground hands tools and materials to the worker on the pole. Lineworkers wear hard hats, steel-toed boots and heavy gloves to protect themselves.

Lineworkers sometimes work in small places beneath the ground to connect underground cables. Some crews work on barges, or flat boats, to work on underwater cables. When lineworkers are very good at their jobs, they can become foremen. Foremen help plan jobs and oversee work crews.



Page 62

The student identifies words having the "er" suffix.

The student identifies the root word and suffix portions of words.

Notes

Suffix "er"

Lineworkers connect wires to help telephone communications. We are going to connect word parts to communicate with words.

A suffix is a syllable added to the end of a word to change the meaning of the word. The suffix "er," when added to the end of a word, means "a person who or a thing that does something."

work + er = worker = a person who works
hold + er = holder = a thing that holds something else

Look at the words below. Draw a line around each word which means "a person who" or "a thing that."

[✓ lineworker]
deer
[✓ climber]
[✓ lifter]
higher
[✓ speaker]
flatter

flavor
[✓ listener]
[✓ driver]
anger
[✓ announcer]
after
[✓ photographer]

[✓ talker]
[✓ buyer]
[✓ seller]
answer
never
[✓ sweeper]
finger

* * *

In the word "worker," "work" is the root word and "er" is the suffix. In each word below, draw a line under the root word and draw a circle around the suffix.

worker
cleaner
lineworker
boater
performer

photographer
talker
listener
seller
buyer

recorder
speaker
sportscaster
holder
climber

reporter
helper
walker
reader
fastener

Page 63

The student uses the rules provided to add the "er" suffix to given root words.

Notes

Adding Suffix "er"

There are special ways to connect words, just as there are special ways to connect telephone wires.

When we add a suffix to a word which ends with final e, we drop the e before adding the suffix.

announc~~e~~ + er = announcer

Add the "er" suffix to the words below. Write the new words on the lines beside the root words.

announc~~e~~ announcer
danc~~e~~ dancer
juggl~~e~~ juggler
handl~~e~~ handler
writ~~e~~ writer
bak~~e~~ baker
bicycl~~e~~ bicycler
outsid~~e~~ outsider
mov~~e~~ mover
giv~~e~~ giver

* * *

When we add a suffix to a word that ends with a single vowel followed by a single consonant, we repeat the consonant before adding the suffix

cut + er = cutter

Add the "er" suffix to the following words. Write the new words on the lines beside the root words.

cut cutter
strip stripper
can canner
knit knitter
nap napper
pet petter
pot potter
quit quitter
run runner
sit sitter

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Page 64

The student reads selections and crosses out the irrelevant sentence in each selection.

Notes

Logical Validity

Read each paragraph. Draw a line through the sentence which does not belong in each paragraph.

Louis Gomer is a telephone lineworker. His job is to keep the telephone lines connected and in good repair. When a storm or an accident breaks telephone wires, Louis works with a crew of men to fix the lines. ~~Louis' son, Tony, has a toy telephone~~. Sometimes Louis must work in bad weather to repair the telephone lines.

Louis was trained by the telephone company. They taught him the skills he needed to be a lineworker. The telephone company chose Louis because he had taken shop courses in high school. Louis had also taken some courses in electricity at vocational school. ~~One year, Louis took a homemaking course~~. The company knew that Louis would learn quickly because of the courses he had already taken.

Louis works to install new telephone poles and lines. An auger is used to drill the holes for the new poles. When the pole is set into the ground, Louis climbs the pole to connect the lines. Sometimes Louis uses a utility bucket when he works high on the pole. ~~Once Louis rode in an airplane~~.

Louis likes his job most of the time. ~~He also likes to water ski~~. He enjoys working outdoors in good weather. Louis really doesn't mind the bad weather too much. The hardest part of Louis' job is being called on in the night, on weekends, and holidays for emergency repairs.

B5 Announcer

Vocabulary

advertise
announcer*
appearance
audience
booth

broadcast
commercial
disc jockey*
equipment
event
microphone

newscaster*
requirements
script
sportscaster*
studio

*developed in text/activity

Extension

1. Arrange a visit to a local radio or television station.
2. Videotape news program written and performed by the students.
3. Invite an announcer to speak with the class.

Page 65

Pictures may be discussed in conjunction with vocabulary development or labeled after the story has been read.

Notes

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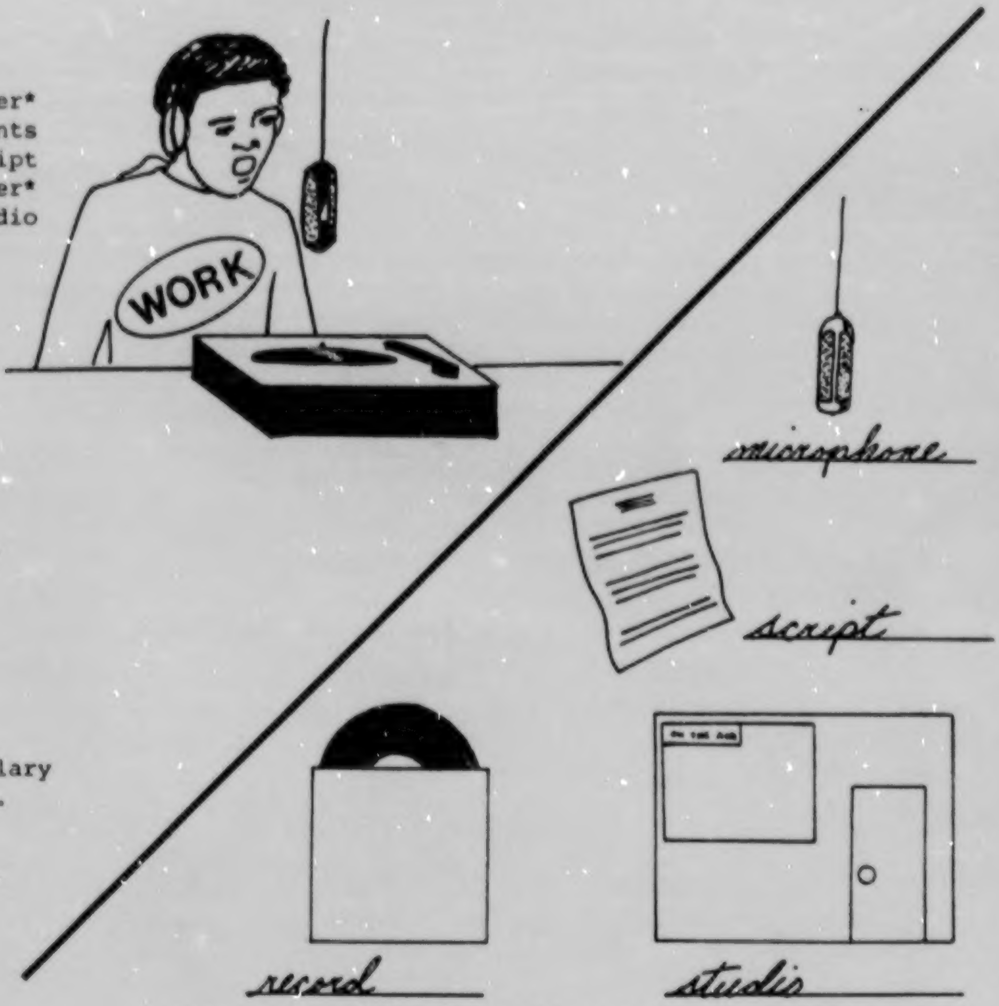
B-5 Announcer



This announcer is called a disc jockey. He plays records at radio station WORK. He also reads commercials for companies that advertise on WORK.

Pages 66 - 67

Student reads the story or the instructor reads the story to the student(s).

Notes

BEST COPY AVAILABLE

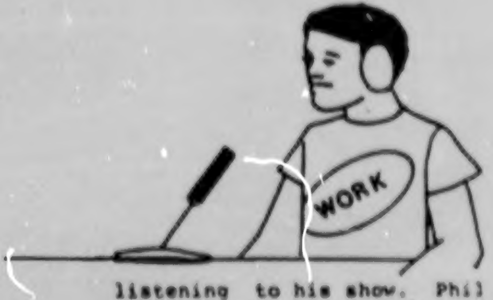
ANNOUNCERS

By Marcia Krantz

Radio and television announcers work in radio and television studios. They use special equipment and skills to communicate with their audiences. Because of the different jobs that need to be done, there are different kinds of announcers.

Phil Newton is a disc jockey at WORK radio station. He plays music for radio listeners. Phil decides which records or tapes he can play in the time his show is "on the air." Between records or tapes, Phil reads the commercials for companies that advertise on station WORK. Phil also "chats" with his audience between musical pieces. He may talk to his audience about the record he's played, the group or singer who performed the music, or about something interesting that's going on in his community.

Phil works in a sound-proof booth that has all the equipment he needs to broadcast his show. He uses a turntable to play records, a tape player to play tape recorded music and commercials. Phil talks into a microphone, to broadcast his voice over the radio. Phil has to sound cheerful and interested, no matter how he feels inside. Part of his job is to keep his audience interested and



listening to his show. Phil says that taking breaks and moving around help him to communicate in a friendly way. He can do this when someone else is giving the news or the weather report.

Newscasters are announcers who broadcast the news reports. They read news items from scripts. Sometimes newscasters write scripts, and sometimes scripts are written for them.

Sportscasters are announcers who read news items about sports. They keep their audiences informed about scores, sports players, and what sports events are going on. Sometimes sportscasters work at a sports event, like a baseball or a football game, to describe what is happening. Sports fans can then hear what is happening without being at the sports event.

(See ANNOUNCER page 67)

ANNOUNCER

When announcers work at television stations, they do the same kinds of jobs that radio announcers do. They read news and sports reports, and commercials; they talk with famous people, and introduce television shows. However, television announcers are actually seen by their audience. It is important that they dress nicely and have a good appearance. All announcers must be able to speak clearly, work within a time frame, and stay calm no matter what happens in the studio.

Announcers learn their skills in public broadcasting schools. On-the-job training teaches them special requirements of their radio and television stations. Most stations like to hire college graduates with courses or experience in public speaking, drama, sports, or music.

Announcers sometimes become famous in their towns. They are often asked to attend parties, dinners, or other public gatherings. If you are a friendly person who likes to communicate with others, maybe announcing is a job you would like.

Page 68

Students identify words having the "pre" and "re" prefixes.

Students write meanings of words having "pre" and "re" prefixes.

Notes

BEST COPY AVAILABLE

Prefixes "pre" and "re"

Prefixes are syllables that are added to the beginnings of words to change their meanings. "Pre" is a prefix that means "before;" "re" is a prefix that means again.

pre + heat = preheat = heat before using
re + tell = retell = tell again

Draw a line around each word below which has a "re" or "pre" prefix.

[✓ prefix]
[✓ rerecord]
press
[✓ replay]
rear

[✓ prerecord]
print
[✓ retape]
[✓ pregame]
rent

[✓ reintroduce]
[✓ rearrange]
person
rest
[✓ prearrange]

[✓ rewrite]
real
prince
pressed
ready

Each of the words below is made from a root word and a prefix. Underline the root word in each word. Then write the meaning of each word on the line beside it. The first word has been done for you.

preheat heat before
rerecord record again
replay play again
prerecord record before
retape tape again

pregame before the game
reintroduce introduce again
rearrange arrange again
prearrange arrange before
rewrite write again

Page 69

Students use words having the "pre" and "re" prefixes to fill the blanks in sentences.

Notes

BEST COPY AVAILABLE

Prefixes "pre" and "re"

Write a word with the prefix "pre" or "re" on the blank in each sentence. The meanings, written below the blanks, will give you a clue to the correct word.

1. The audience loved the new record, so the disc jockey replayed (played again) it.
2. The newscaster didn't like his script, so he rewrote (wrote again) it.
3. Sharon will give the weather report at a prearranged (arranged beforehand) time.
4. The disc jockey will reintroduce (introduce again) his guest after the next commercial.
5. Mr. Carson's first guest is late, so he will rearrange (arrange again) the order of his show.
6. The sportscaster finished his pregame (before the game) show just as the baseball players ran onto the field.
7. The announcer made a mistake, so he retaped (taped again) the commercial.
8. Before the show went on the air, all of the commercials were prerecorded (recorded before).
9. The film had been lost, so the whole show had to be rerecorded (recorded again).
10. Some of the performers could not be at the studio at air time, so their parts were prerecorded (recorded beforehand).

Page 70

Students classify statements as to the type of announcer inferred by the statement.

Notes

Classifying Announcer

The sentences below are about radio and television announcers. On the line in front of each sentence, identify which announcer the sentence tells about. Write "D.J." if the sentence talks about a disc jockey, "N" for newscaster, and "S" for sportscaster. If the sentence could be talking about all kinds of announcers, write "A" on the line.

D.J 1. Phil plays records and taped music at a radio station.

S 2. Howard started the pregame show at Springfield Sports Arena.

A 3. Cindy read the commercial for Springfield Bank & Trust.

N 4. Fred stood beside the river and talked about the flood.

D.J 5. This worker uses a turntable.

A 6. Susan tries to speak clearly into the microphone.

D.J 7. Between records, Dave talked about music.

S 8. He talked with the high school basketball coach when the game was over.

N 9. Marcia did a special report on crime in Springfield.

A 10. His audience never knew that he had misread the script.

A 11. She was hired when she finished broadcasting school.

N 12. He checked his hair one more time before going into the studio to talk to the Vice President.

B5 Photographer

Vocabulary

attractive
chemicals
crop (cut)
develop
negative
photographer*
products
props
scenery
supermarket
tripod*

*developed in text/activity

Extension

1. Have students collect unique advertising pictures.
2. Allow students to experiment with camera and props to make their own advertising pictures.
3. Use light sensitive paper for an art project dealing with "negatives".
4. Visit a photographer's studio or invite a photographer to visit the classroom.

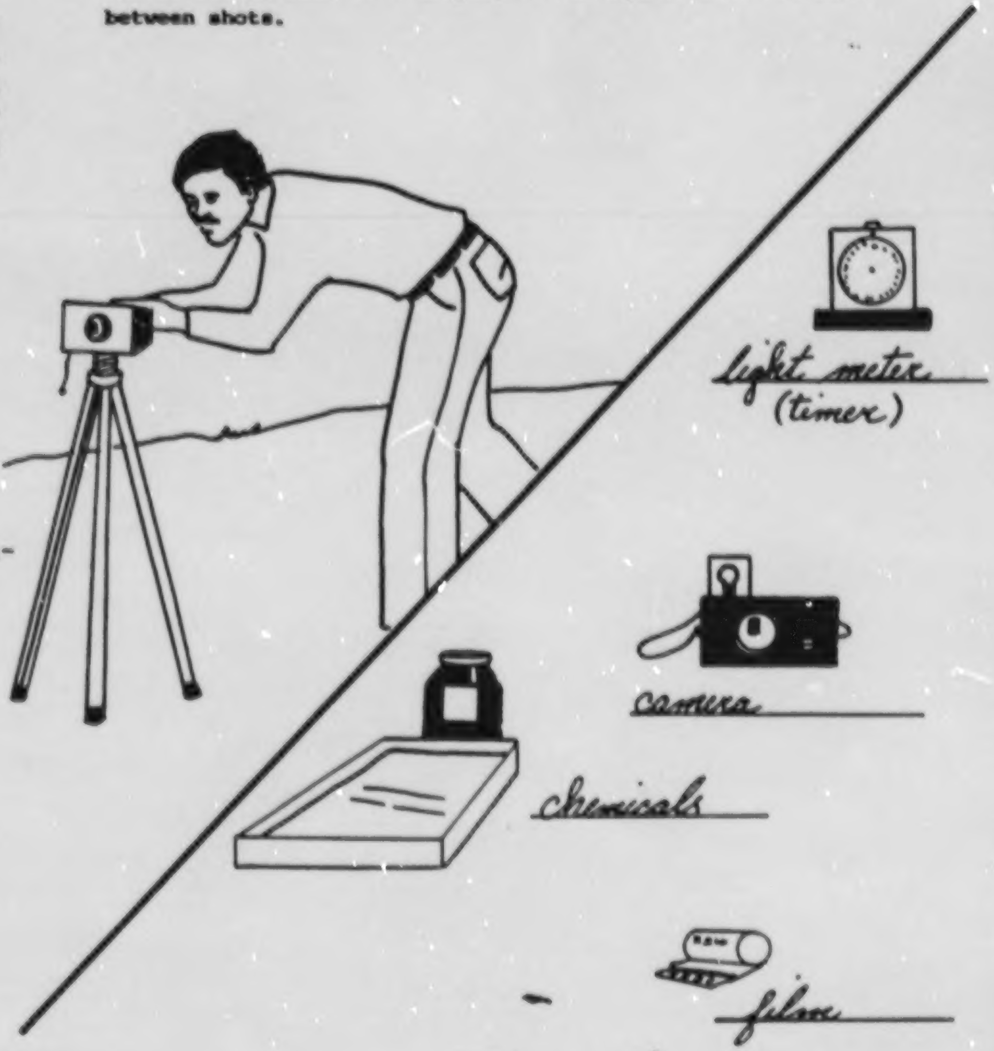
Page 71

Pictures may be discussed in conjunction with vocabulary development or labeled after the story has been read.

Notes

B-5 Photographer

This photographer is getting ready to take pictures. His camera is fastened to a tripod, so the camera will not move between shots.



Page 72

Student reads the story or the instructor reads story to the student(s).

Notes

A PICTURE'S WORTH A THOUSAND WORDS

By Marcia Krantz

I met photographer Miguel Garcia at the supermarket. No he wasn't doing his weekly shopping. He was photographing food for a special sale the supermarket was planning. The pictures would be in a special section of the local newspaper. I talked with Mr. Garcia when he finished taking pictures of fish and seafood.

"A lot of the work I do is for companies who want to advertise their products," explained Miguel. "They want their products photographed well so people will want to buy them. I know how to arrange items in attractive groups, how to use other items called "props" to make pictures more interesting, and how to use light to make products look nicer."

Mr. Garcia began work as a photographer's helper. He set up scenery and props, carried equipment, and moved lights into postion. He helped develop pictures in the photograher's darkroom. He learned how to use the chemicals, how to "crop" or cut pictures to the correct size, and how to make photographs from negatives. After this experience, Mr. Garcia opened his own business. He photographed people and families. He once took all of the kids' pictures at our high school. His customers paid him for the pictures he took.

"I enjoy working with advertising," explained Mr. Garcia. "It's really wonderful to see a picture I've taken printed in a magazine. I feel very proud that so many people will see the pictures I take. That's why I work so hard to do each picture the best I can."

Mr. Garcia owns several cameras. They are used for photographing different kinds of "shots." He sets the camera he's using on a tripod, or three-legged stand. The tripod can be adjusted to whatever height he needs. The tripod holds the camera, so it doesn't move between shots. Mr. Garcia uses different kinds of film for different jobs.

Mr. Garcia is looking for a part-time helper. If you've had some high school art classes and you are interested in photography, see Mr. Garcia. This would be good experience before you go on to college or photography school.

Page 73

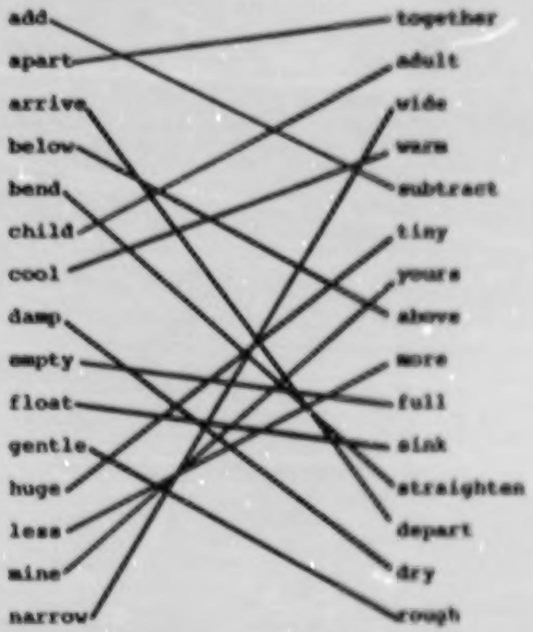
Student draw lines to match pairs of antonyms.

Notes

Antonyms

When photographers take pictures, they develop the film from the camera to make negatives. The negatives are a reverse, or opposite, picture of the model that posed for the picture. For instance, light areas on the model are dark areas on the negative.

Words with opposite meanings are called antonyms. Draw a line from each word on the left to the antonym for that word in the right-hand column.


add
apart
arrive
below
bend
child
cool
damp
empty
float
gentle
huge
less
mine
narrow
together
adult
wide
warm
subtract
tiny
yours
above
more
full
sink
straighten
depart
dry
rough

Choose five words from the left hand column. On a separate sheet of paper write a sentence for each of the five words. Then write a sentence for each of the antonyms for the five words.

Page 74

Student draw a ring around those word pairs that are synonyms.

Notes

Synonyms

When the negatives have been developed, photographers use special paper and chemicals to make "prints" from the negatives. The prints look just like the model. Areas of light and dark on the print are the same as the model.

When two words have the same meaning, they are called synonyms. Snapshot and photograph are synonyms. They mean the same.

Draw a circle around the word pairs below that are synonyms.

[✓ alike-same]
above-below
man-woman
[✓ allow-let]
finger-thumb
[✓ apart-separate]
[✓ baggage-luggage]
[✓ swift-fast]
book-magazine
[✓ neat-tidy]
[✓ gift-present]
cellar-attic

hand-foot
[✓ below-under]
happy-sad
[✓ weep-cry]
laugh-sob
[✓ bucket-pail]
[✓ useful-handy]
[✓ strike-hit]
[✓ dirt-soil]
[✓ lovely-pretty]
ear-hear
[✓ damp-moist]

Page 75

Students reorder statements by numbering 1--8.

Notes

Sequence

Mr. Garcia was hired to "shoot" pictures of babies for a baby food commercial. The story below tells about that job. Put the sentences in order by writing the numbers 1-8 to show what order the story should be in.

3 Mr. Garcia told the mother where to put the baby in the "nursery."

1 Mr. Garcia arrived at the studio early to set up the scenery and props. He made the studio look like a baby's nursery.

2 Before starting the session, Mr. Garcia put film in his camera and adjusted the lights.

8 Mr. Garcia's customer chose one of the pictures.

4 He used two rolls of film taking pictures of the baby.

7 When the prints were ready, Mr. Garcia showed them to his customer.

6 Then he used special paper and chemicals to make the negatives into prints.

5 In his darkroom, Mr. Garcia used chemicals to develop the film into negatives.

B5 Journalist

Vocabulary

article
bustle
computer
crime
deadline

education
government
interview
journalist*
location

pressure
report
situation
social (events)
typewriter

*developed in text/activity

Extension

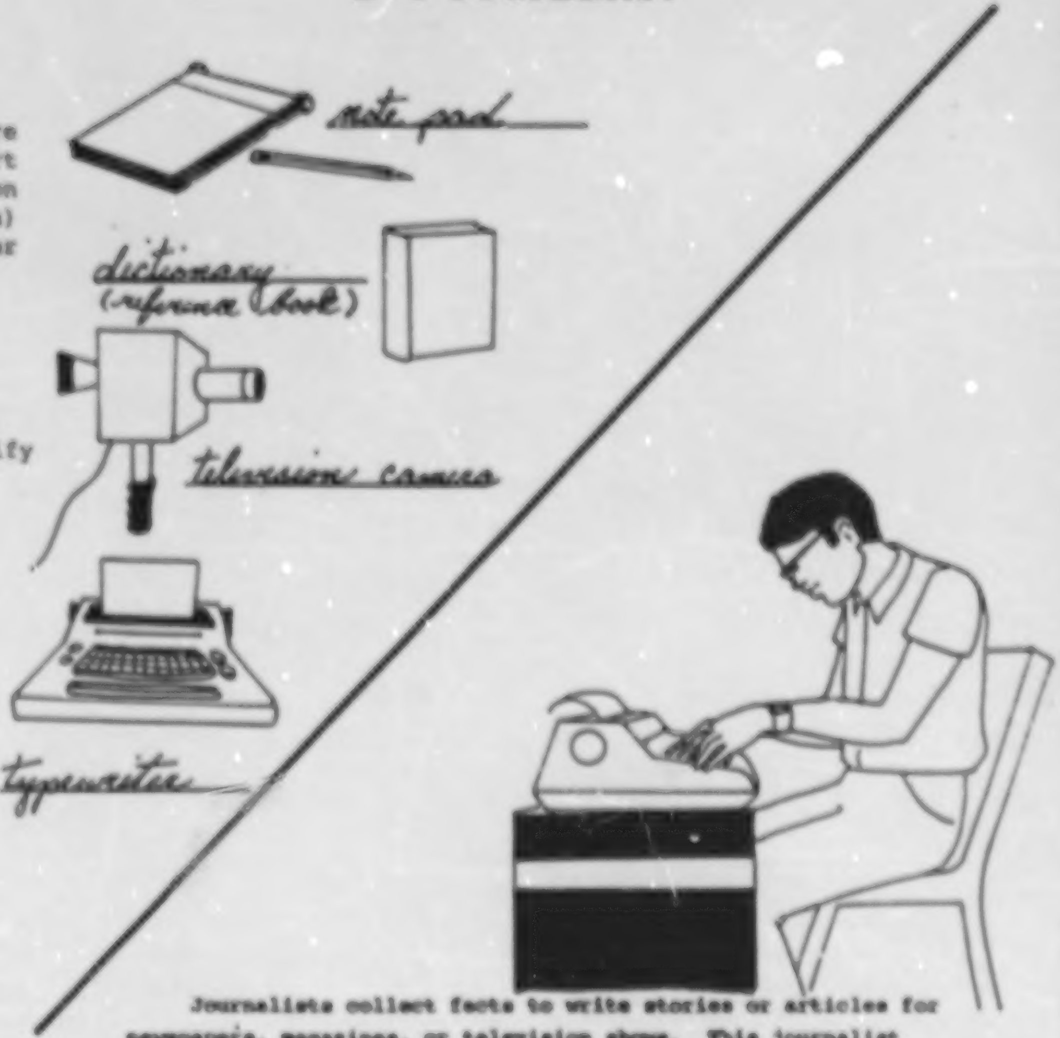
1. Have students collect newspaper items and classify them by topic (current events, social events, sports, etc.).
2. Visit a local newspaper office or invite a journalist to visit the class.
3. Initiate a class newspaper project.

Page 77

Pictures may be discussed in conjunction with vocabulary development or labeled after the story has been read.

Notes

B-5 Journalist



Journalists collect facts to write stories or articles for newspapers, magazines, or television shows. This journalist is typing the script he will read on the 6:00 news for T.V. station WJOB.

Page 77

Student reads story or instructor reads story to student(s).

Notes

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A NOSE FOR NEWS

By Marcia Krantz

Journalists like Jill Greer work to communicate the news. They work to communicate news about their communities, their states, and the whole world. Journalists try to report news that is of interest to the people in their communities.

Ms. Greer is a reporter for the Springfield Sun. She enjoys working on a daily newspaper. "I really like the bustle of a daily newspaper," Ms. Greer explained. "I like the fast pace of getting the facts, writing the story, and seeing it in print the next day. I like the excitement of working within deadlines. It makes me do things well the first time. If I don't get it right the first time, there's no time to get my story into the paper. I work well when there's lots of pressure."

Journalists write stories about things happening in their communities. They write about government, education, crime, social events, and anything that would interest their readers. They meet many different kinds of people in different kinds of situations. Journalists must like dealing with people, because that's where a lot of news starts. Journalists may talk with or interview many people to get facts for their stories.

Television journalists report the news on television news programs. Their work is very much like other journalists' except they use television cameras to film news reports. They send television crews into the community to film special events and happenings. They work with strict time deadlines, too.

Journalists use notepads, pencils, and tape recorders to gather information. Some also use cameras to take pictures of news events. They use their own cars to get from location to location. Journalists use typewriters to type their stories or scripts. Some journalists use computers to store information.

Most journalism careers require a college education. A wide variety of experiences is helpful. Typing is a skill needed by all journalists.

If you like to communicate by writing, a career in journalism might be for you.

Page 78

Student reads and proofreads selection.

Notes

Proofreading

Proofreading is a job that all journalists do at one time or another. Proofreading is reading to find mistakes in spelling, punctuation, or capitalization. Some journalists proofread their own material. Others have someone else proofread for them.

Proofread the following article. Draw a circle around each mistake you find. On a separate sheet of paper, rewrite the story, correcting the mistakes.

Lilac festival Huge Success

by Marcia Krantz

It is estimated that ten thousand poeple came to the Lilac Festival in Springfield Park last sunday. the timing was perfect. The lilacs were in full bloom. Purple pink and white lilacs were seen all over the park. The beautiful spring whether added to the enjoyment?

the highlight of the day was the crowning of the Springfield lilac Queen and her court. Miss Jane Freeman, a 16 year old high school student, was named Lilac queen for 1983 She will be present at all city events throughout 1983.

Page 79

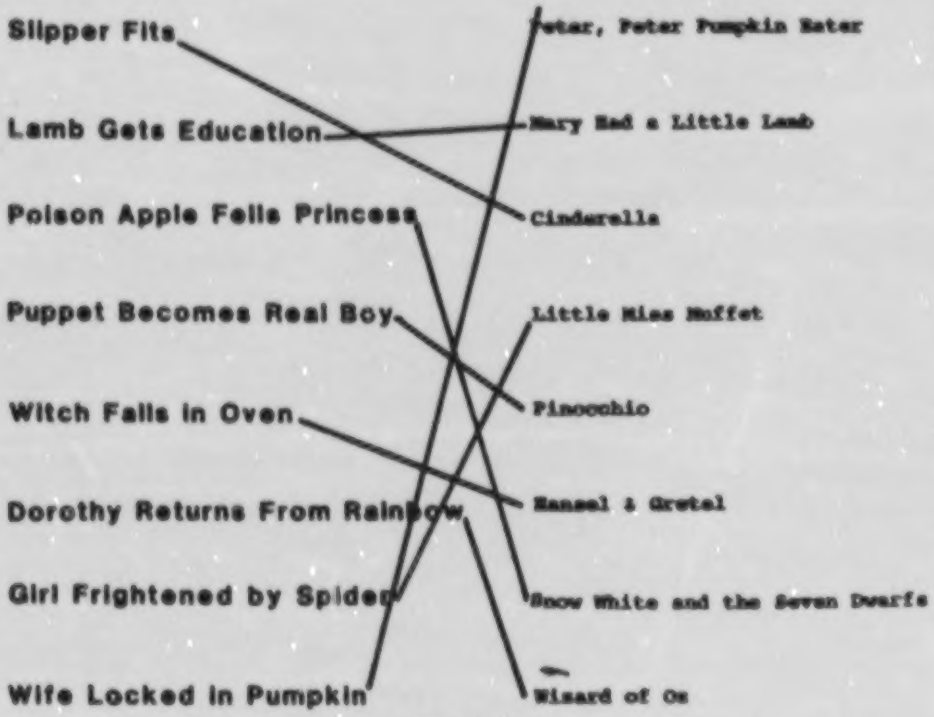
Student matches "headlines" to popular fairy tale and nursery rhyme titles.

Notes

Headlines

Titles of newspaper articles are called headlines. Headlines are written to communicate the main idea of the story in as few words as possible. Headlines are written to get the reader's attention.

On the left-hand side of your page is a list of headlines. These headlines are written for popular nursery rhymes and fairy tales. Draw a line from each headline to the fairy tale or nursery rhyme in the right hand column which that headline describes.



Slipper Fits

Lamb Gets Education

Poison Apple Fells Princess

Puppet Becomes Real Boy

Witch Falls in Oven

Dorothy Returns From Rainbow

Girl Frightened by Spider

Wife Locked in Pumpkin

Peter, Peter Pumpkin Eater

Mary Had a Little Lamb

Cinderella

Little Miss Muffet

Pinocchio

Hansel & Gretel

Snow White and the Seven Dwarfs

Wizard of Oz

Page 80

Students read selections and identify each as being real or make believe.

Notes

Fact/Fantasy

Journalists report the facts about what is going on in their communities. Most reporters do not write fiction, or make-believe stories.

Read each story below. Then tell whether the story is real or make-believe by marking the correct circle beneath the story.

The heavy rains of the last few weeks caused the river to flood. The water rose steadily, tearing out parts of the river banks. The muddy water flowed into the business area of Springfield, flooding many stores. The water ruined property worth millions of dollars.

● real
○ make-believe

The journalist typed his notes into a computer. His story was shown on a television screen at his desk. It was easy for him to see his mistakes and correct them by typing on the computer. The computer made the journalist's job easier.

● real
○ make-believe

The reporter left her office at noon, hoping to eat lunch before going to her next assignment. On her way to the diner, she was stopped by three elves. They wanted her to write a report on the pot of gold hidden in their forest.

○ real
● make-believe

I knew the call would be important when the phone rang that night. It was station WJOB asking me to go downtown to "cover" a raging fire at a warehouse. The film crew had arrived and was taking pictures with the television camera when I parked my car. I talked with several onlookers, the fire chief, and two fire fighters. When I had all of the facts, I wrote the story.

● real
○ make-believe

35 Performer

Vocabulary

character
entertain
memorize
musicians*

performer*
scenery
script
theater

*developed in text/activity

Extension

1. Have students collect pictures for a "performer" bulletin board.
2. Initiate an amateur show using students as performers.
3. Organize a class play.

Page 81

Pictures may be discussed in conjunction with vocabulary development or labeled after the story has been read.

Notes

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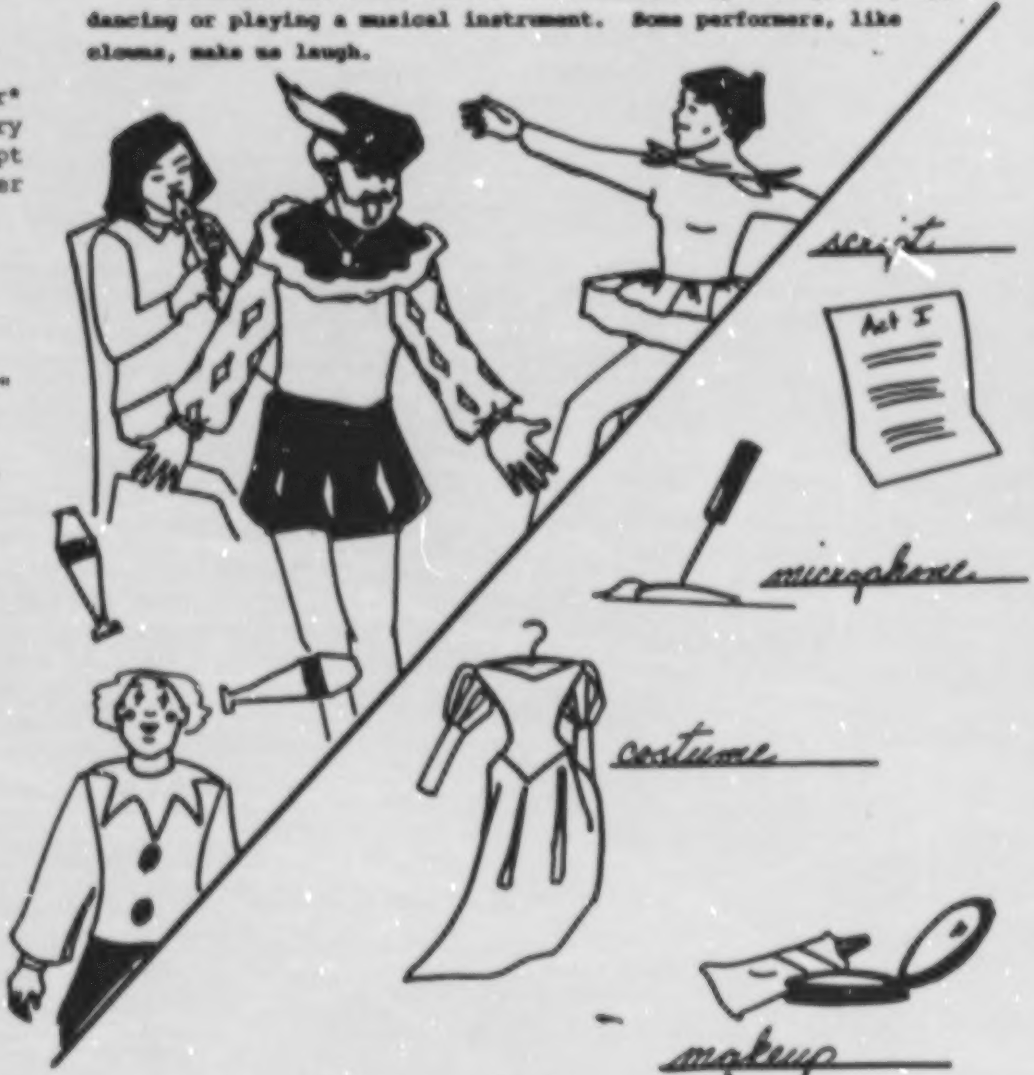
Performer

Performers use their skills to communicate by acting, singing, dancing or playing a musical instrument. Some performers, like clowns, make us laugh.



Page 82

Student reads story or instructor reads story to student(s).

Notes

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"TO BE OR NOT TO BE..."

By Marcia Krantz

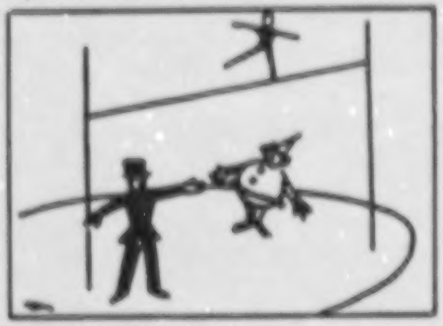
Performers communicate by entertaining audiences in theaters, movie studios, circuses, nightclubs, radio studios, recording studios, and other places. Performers work on stages in front of live audiences when they perform in plays, circuses, or concerts. Sometimes performers work in front of camera crews who film or tape performances. The film or tape is then shown to an audience at some other time.

Performers communicate information and feelings. They try to get the audience to feel happy, sad, or excited. For instance, clowns try to make their audiences laugh; tightrope walkers want their audiences to feel excited--even a little afraid. Actors play the parts of other people. Sometimes actors make us happy. Sometimes they make us sad. But they always try to make their audience feel something about the story they are performing. Musicians communicate their feelings through music. Dancers communicate through music and body movements.

Performers use makeup and costumes to make them look like the characters in their performance. Makeup and costumes help the audience believe in the characters played by the actors. Actors who perform in plays, movies, or television shows work with scripts. Scripts tell the actors where and how to move on the stage and what to say. Before performing, actors read and memorize the scripts. Props and scenery are used to make the stage seem like a real place. Actors use the props and the scenery when they act.

Performers get training in many different ways. Musicians and dancers usually start with group or private lessons at a very young age. Schools of the performing arts are good choices for learning the skills needed by performers. Many colleges offer courses in voice, dance, music, speech, and acting.

If you enjoy communicating through music, dance, or acting, "to be or not to be" a performer is a question for you to answer.



Pages 83 - 84

Student unscramble words to spell types of performers.

Student uses context clues to use scrambled words in sentences.

Notes

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Scrambled Performers

Unscramble the words below which name kinds of performers. Then find the paragraph which tells about that performer and write the name of the correct performer on the line above the paragraph.

lion tamer	onil tream	nclow	clown
musician	simainuc	drecan	dancer
juggler	glujreg	gnaiciam	magician
singer	grinse	traco	actor

1. actors

These workers work in theaters, movie studios, and television studios. They memorize the lines they must say when they are on the stage. They use make-up and costumes when they perform.

2. clown

I work in a circus. I use heavy make-up and funny costumes. I do silly things to make the audience laugh.

3. singers

These workers use make-up, music and microphones to entertain their audiences. They use their voices to communicate feelings.

4. dancer

I enjoy moving my body to music. I can communicate with the audience with the music I choose, the movements I make, and the costumes I wear.

5. lion tamer

My job is very exciting. I work with dangerous animals in the circus. When I'm not performing, I care for my animals and teach them new tricks.

6. juggler

This worker works with his body and many props. He may use balls, fruit, plates, wooden pins, or other props. He tries to keep his props in the air by throwing and catching them.

7. magician

This worker amazes her audiences with her skill. She makes things appear and disappear. Some of the things she does seem impossible. She uses a lot of special props.

8. musician

I play musical instruments. Sometimes I play with a group of people; sometimes I play alone. I like to play the guitar the best, but I also know how to play the piano, the violin, and the trumpet.

Page 85

Student uses performer titles to fill the blanks of sentences.

Notes

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Performer Fill-In

Fill the blank in each of the following sentences with the name of a kind of performer.

1. The actor memorized the lines in the script.
2. The clown put on a big nose, a funny wig, and a floppy costume before going into the ring.
3. The singer listened to a lot of music before she chose a song to sing.
4. The dancer put on special shoes that would make clicking noises when he danced.
5. The lion tamer carried a whistle and a whip into the cage with the lions.
6. The juggler dropped one of the tennis balls but kept the other four in the air.
7. When the curtain was opened, the magician had made the lady disappear.

B5 Communication and Media Review

Pages 86 - 88

Students complete an outline reviewing the careers, tools, and training presented in preceding activities.

Notes

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Outlining Communication Review

Fill in the blanks in the problems below by remembering as much as you can from the articles about each worker.

Then skim or read quickly each article to fill in the information you couldn't remember. Some lines have been filled in for you.

I. Lineworker
  A. Tasks
    1. Accept any reasonable answer
    2. ______
  B. Tools
    1. repair truck
    2. wire (cable)
    3. wire cutters
    4. jackphone
  C. Training
    high school
    vocational school
    training program

II. Announcer
  A. Tasks
    1. read commercials
    2. accept any reasonable answer
  B. Tools
    1. microphone
    2. scripts
    3. studio
  C. Training
    high school
    journalism school
    ______

III. Photographer

- A. Tasks
  1. arranges props
  2. takes pictures
  3. develops film
- B. Tools
  1. camera chemicals
  2. props timer
  3. film light meter
  4. tripod
- C. Training

  art and photography school

  high school

  on the job training

IV. Journalist

- A. Tasks
  1. gather the facts
  2. write articles
- B. Tools
  1. note pad typewriter
  2. tape recorder
  3. reference books
- C. Training

  high school

  journalism school

V. **Performer**

A. **Kinds of performers**

1. accept any reasonable answer
2.
3. magician
4.

B. **Tasks**

1. accept any reasonable answer
2.

C. **Tools**

1. props costume
2. makeup
3. microphone
4. script

D. **Training**

high school
school for performing arts

Page 89

Student writes story about favorite worker from this career cluster.

Notes

Career Story

On the lines below write a story about your favorite worker in the Communications and Media Career Cluster. Which career would you like to have? Why would that career suit you?

Pages 90 - 91

Student finds communication and media words in word search puzzle.

Communications Word Find

Find the words listed below in the word search puzzle on the next page. Circle each word in the word search puzzle. The words are written from left to right and top to bottom only.

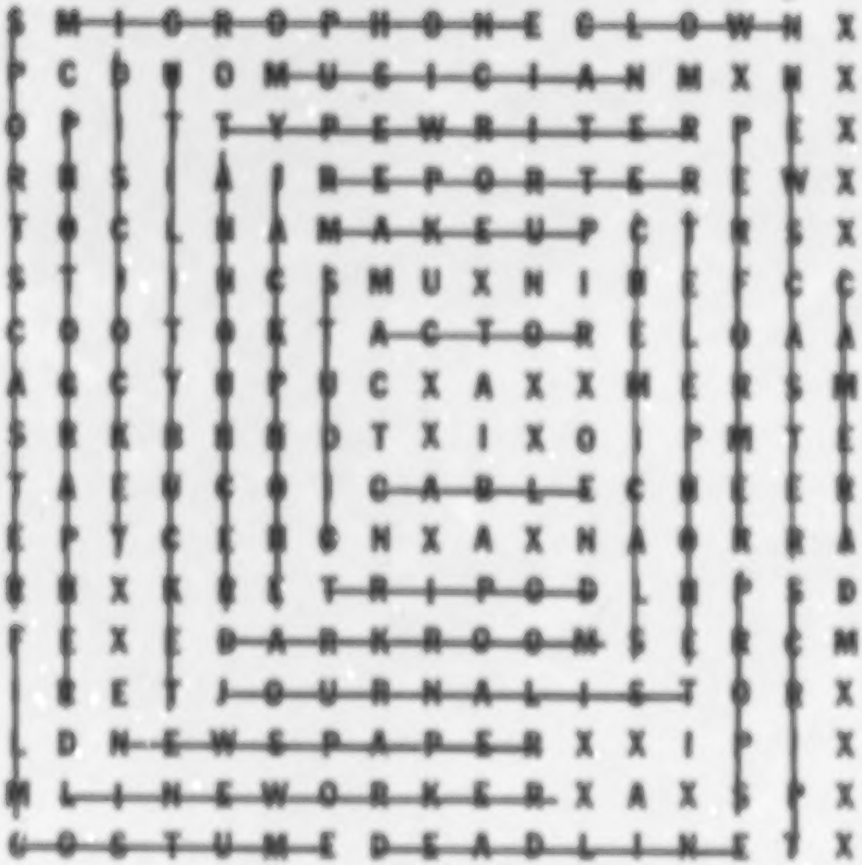
actor
announcer
cable
camera
chemicals
clown
costume
darkroom
deadline
disc jockey
film
jack phone
journalist
lineworker
make-up
microphone
musician
newscaster
newspaper
performer
photographer
props
reporter
script
sportscaster
studio
telephone
tripod
typewriter
utility bucket

When you've found all of the words, look at the letters which are not circled. Write the uncircled letters which are not X's on the lines below. Write the letters in order as you find them in the puzzle. Start at the top left corner of the puzzle and read across.

C O M M U N I C A T I O N

A N D

M E D I A



```
S M I C R O P H O N E C L O W N X
P C D U O M U S I C I A N M X N X
O P I T T Y P E W R I T E R P E X
R H S I A J R E P O R T E R E W X
T O C L N A M A K E U P C T R S X
S T J I N C S M U X N I H E F C C
C O O T O K T A C T O R E L O A A
A G C Y U P U C X A X X M E R S M
S R K B N R D T X I X O I P M T E
T A E U C O I C A B L E C H E E R
E P Y C E B O N X A X N A O R R A
R H X K R E T R I P O D L N P S D
F E X E D A R K R O O M S E R C M
I R E T J O U R N A L I S T O R X
L D N E W S P A P E R X X I P I X
M L I N E W O R K E R X A X S P X
C O S T U M E D E A D L I N E T X
```

-Basic-

Self Awareness

Performance Objectives

SA-B1 Students given instruction with (grade K) CHOICE folder activities B1-SA-1 through B1-SA-5
Will demonstrate ability to:
- name 7 out of 10 body parts (arms, ears, eyes, feet, hands, head, legs, mouth, nose, torso) and
- identify 3 out of 4 feelings (anger, fright, happiness, sadness)

As evidenced by the students' participation in instruction with the 5 CHOICE folder activities

SA-B2 Students given instruction with (grade 1) CHOICE folder activities B2-SA-1 through B2-SA-10
Will demonstrate ability to:
- name 5 out of 7 body parts (elbows, fingers, knees, shoulders, toes, tongue) and
- identify 4 out of 5 senses (hearing, sight, smell, taste, touch)
- choose a favorite skill (climbing, dancing, listening, running, singing, skipping, talking, walking)

As evidenced by the students' participation in instruction with the 10 CHOICE folder activities.

SA-B3 Students given instruction with (grade 2) CHOICE folder activities B3-SA-1 through B3-SA-8
Will demonstrate ability to:
- measure any of their own 5 body parts or classroom objects and
- name 3 differences between 2 homes they have lived in and/or 3 differences between 2 of their friends

As evidenced by the students' participation in instruction with the 8 CHOICE folder activities

SA-B4 Students given instruction with (grade 3) CHOICE folder activities B4-SA-1 through B4-SA-7
Will demonstrate ability to:
- fill out own I.D. cards (name, address, phone or school bus number, age)
- name the places on the human body where blood, bones, skull, veins, and wrists are located
- identify 3 feelings (boredom, loneliness, bravery)

As evidenced by the students' participation in instruction with the 7 CHOICE folder activities

SA-B5 Students given instruction with (grade 6) CHOICE folder activities B5-SA-1 through B5-SA-4
Will demonstrate ability to:
- identify 4 feelings (dreaminess, embarrassment, hurt, impatience) and/or
- name 4 "universal needs" (caring, clothing, food, shelter)

As evidenced by the students' participation in instruction with the 4 CHOICE folder activities

SA-B6 Students given instruction with (grade 5) CHOICE folder activities B6-SA-1 through B6-SA-5
Will demonstrate ability to:
- identify 2 feelings (hate, love)
- describe own physical appearance, prized possessions, prized activities, and prized behaviors

As evidenced by the students' participation in instruction with the 5 CHOICE folder activities

SA-B7 Students given instruction with (grade 6) CHOICE folder activities B7-SA-1 through B7-SA-4
Will demonstrate ability to:
- identify 2 feelings (belonging, rejection)

As evidenced by the students' participation in instruction with the 4 CHOICE folder activities

-Basic-

Job & Role Awareness Performance Objectives

J&R-B1 Students given instruction with (grade K) CHOICE B1 Student Log and CHOICE folder activities B1-J&R-1 through B1-J&R-8
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places

for 4 out of 6 workers in the ARTS AND HUMANITIES career cluster (actor, artist, dancer, musician, puppeteer, teacher) and 4 out of 5 workers in the HOMEMAKING career cluster (day care worker, housekeeper, janitor, tailor, waiter)
As measured by the students completing, with 90% accuracy, the CHOICE B1 test

J&R-B2 Students given instruction with (grade 1) CHOICE B2 Student Log and CHOICE folder activities B2-J&R-1 through B2-J&R-10
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places

for 4 out of 6 workers in the HEALTH career cluster (ambulance driver/attendant, dentist, dietician, eye doctor/optometrist, family doctor, school nurse) and 4 out of 6 workers in the PERSONAL SERVICES career cluster (blacksmith, day care worker, gas station attendant, hairdresser/barber, television repairer, waitress)
As measured by the students completing, with 90% accuracy, the CHOICE B2 test

J&R-B3 Students given instruction with (grade 2) CHOICE B3 Student Log and CHOICE folder activities B3-J&R-1 through B3-J&R-7
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places

for 4 out of 5 workers in the RECREATION career cluster (camp counselor, coach, tour guide, travel agent, usher) and 4 out of 6 workers in the TRANSPORTATION career cluster (airplane pilot, astronaut, mover, railroad engineer, school bus driver, trucker)
As measured by the students completing, with 90% accuracy, the CHOICE B3 test

J&R-B4 Students given instruction with (grade 3) CHOICE B4 Student Log and CHOICE folder activities B4-J&R-1 through B4-J&R-6
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places

for 4 out of 5 workers in the AGRIBUSINESS career cluster (farmer, forest ranger, gardener, logger, miner) and 4 out of 6 workers in the PUBLIC SERVICE career cluster (fire fighter, librarian, mail carrier, nursing aide, police officer, sanitation worker)
As measured by the students completing, with 90% accuracy, the CHOICE B4 test

J&R-B5 Students given instruction with (grade 4) CHOICE B5 Student Log and CHOICE folder activities B5-J&R-1 through B5-J&R-9

Will demonstrate knowledge of:

- on-the-job skills and tasks,
- tools and equipment, and/or
- work places

for 4 out of 5 workers in the COMMUNICATION AND MEDIA career cluster (announcer, journalist, performer, photographer, telephone lineworker) and 4 out of 6 workers in the construction career cluster (architect, carpenter, cement mason, electrician, heavy equipment operator, plumber)

As measured by the students completing, with 90% accuracy, the CHOICE B5 test

J&R-B6 Students given instruction with (grade 5) CHOICE B6 Student Log and CHOICE folder activities B6-J&R-1 through B6-J&R-6

Will demonstrate knowledge of:

- on-the-job skills and tasks,
- tools and equipment, and/or
- training places

for 4 out of 6 workers in the MANUFACTURING career cluster (assembly worker, chemist, machinist, textile designer, union representative, welder) and 4 out of 5 workers in the MARKETING AND DISTRIBUTION career cluster (accountant, buyer, commercial artist, sales representative, trucker)

As measured by the students completing, with 90% accuracy, the CHOICE B6 test

J&R-B7 Students given instruction with (grade 6) CHOICE B7 Student Log and CHOICE folder activities B7-J&R-1 through B7-J&R-7

Will demonstrate knowledge of:

- on-the-job skills and tasks,
- tools and equipment, and/or
- work places

for 4 out of 5 workers in the BUSINESS AND OFFICE career cluster (actuary, assistant bank manager, cashier, clerical worker, computer operator) and 4 out of 5 workers in the MARINE SCIENCE career cluster (boat builder, commercial diver, fish hatchery technician, hydrographer, marine biologist)

As measured by the students completing, with 90% accuracy, the CHOICE B7 test

-Basic-

Decision Making/Goal Attaining Performance Objectives

DMGA-B1 Students given instruction with (grade K) CHOICE folder activities B1-DMGA-1 through B1-DMGA-9
Will demonstrate ability to identify 2 of the following steps in the DMGA process:
- what do you want?
- use resources (people)
- find out (helpers)
- know values (choose, prize)
- goal

As evidenced by the students' participation in instruction with the 9 folder activities

DMGA-B2 Students given instruction with (grade 1) CHOICE folder activities B2-DMGA-1 through B2-DMGA-4
Will demonstrate ability to identify 3 of the following steps in the DMGA process:
- what do you want?
- use resources (people)
- know values (choose, prize)
- goal

As evidenced by the students' participation in instruction with the 4 folder activities

DMGA-B3 Students given instruction with (grade 2) CHOICE folder activities B3-DMGA-1 through B3-DMGA-8
Will demonstrate ability to identify 4 of the following steps in the DMGA process:
- what do you want?
- use resources (people)
- find out (obstacles, helpers, time)
- know values (choose, prize, act)
- plan
- act
- goal

As evidenced by the students' participation in instruction with the 8 folder activities

DMGA-B4 Students given instruction with (grade 3) CHOICE folder activities B4-DMGA-1 through B4-DMGA-8
Will demonstrate ability to identify 6 of the following steps in the DMGA process:
- what's going on?
- what do you want?
- find out (obstacles, helpers, time)
- decide
- act
- goal
- use resources (people, experience, reading)
- know options and outcomes
- plan
- check progress

As evidenced by the students' participation in instruction with the 8 folder activities

DMGA-B5 Students given instruction with (grade 4) CHOICE folder activities B5-DMGA-1 through B5-DMGA-8

Will demonstrate ability to identify 8 of the following steps in the DMGA process:

- what's going on?
- what do you want?
- use resources (people, experience, reading)
- find out (obstacles, helpers, time)
- know options and outcomes
- know values (choose, prize, act)
- decide
- plan
- act
- check progress
- modify goal (if necessary)

As evidenced by the students' participation in instruction with the 8 folder activities

DMGA-B6 Students given instruction with (grade 5) CHOICE folder activities B6-DMGA-1 through B6-DMGA-9

Will demonstrate ability to identify the following steps in the DMGA process:

- what's going on?
- what do you want?
- use resources (people, experience, reading)
- find out (obstacles, helpers, time)
- know options and outcomes
- know values (choose, prize, act)
- decide
- plan
- act
- check progress
- modify goal (if necessary)

As evidenced by the students' participation in instruction with the 9 folder activities

DMGA-B7 Students given instruction with (grade 6) CHOICE folder activities B7-DMGA-1 through B7-DMGA-9

Will demonstrate ability to identify the following steps in the DMGA process:

- what's going on?
- what do you wnat?
- use resources (people, experience, reading)
- find out (obstacles, helpers, time)
- know options and outcomes
- know values (choose, prize, act)
- decide
- plan
- act
- check progress
- modify goal (if necessary)

As evidenced by the students' participation in instruction with the 9 folder activities

ARCHITECT

SKILLS & TASKS: An architect designs and prepares plans and drawings to show exact size and shape of buildings for electricians, carpenters, plumbers, and masons, knows state and local building codes, zoning laws, fire regulations, specifies materials to be used by builders, chooses contractors for jobs, estimates costs and supervises construction work.

TOOLS & EQUIPMENT: Light table, drafting pencils, blueprint paper, compass, architect's rule, reference books, plastic models of homes, landscape, other structures, hard hat.

WORK PLACES: Office (private or as part of a firm), construction sites.

TRAINING: Four years of college plus three years experience or six years of college plus experience.

CARPENTER

SKILLS & TASKS: A carpenter reads blueprints, measures accurately to cut square corners and other angles exactly, builds and repairs furniture, cabinets, stairways, and other wooden parts of buildings and boats, builds wooden foundation forms and beams to support walls, roofs, insulates and roofs structures, lays wood floors.

TOOLS & EQUIPMENT: Hammers and nails, screws, hand and power screwdrivers, power and hand saws, drills, sanders, level, tape measure, chalk box, clamps, braces, plane, tri square.

WORK PLACES: All wooden structures, indoors and outdoors, as member of teams or general contractors.

TRAINING: High school classes carpentry shop, mechanical drawing, general mathematics, and four years of on-the-job training plus classroom instruction yearly.

ELECTRICIAN

SKILLS & TASKS: An electrician understands how circuits work, installs wiring, fixes wiring and fuses, reads blueprints and electrical symbols.

TOOLS & EQUIPMENT: Pliers, hammers, screwdrivers, wire cutters, conduit benders, ammeter, voltmeter, spools of electrical wires, soldering iron.

WORK PLACES: All buildings, trains, ships that use electricity, power plants, appliance factories.

TRAINING: High school classes in electrical shop, drafting, community colleges and up to four years of apprenticeship.

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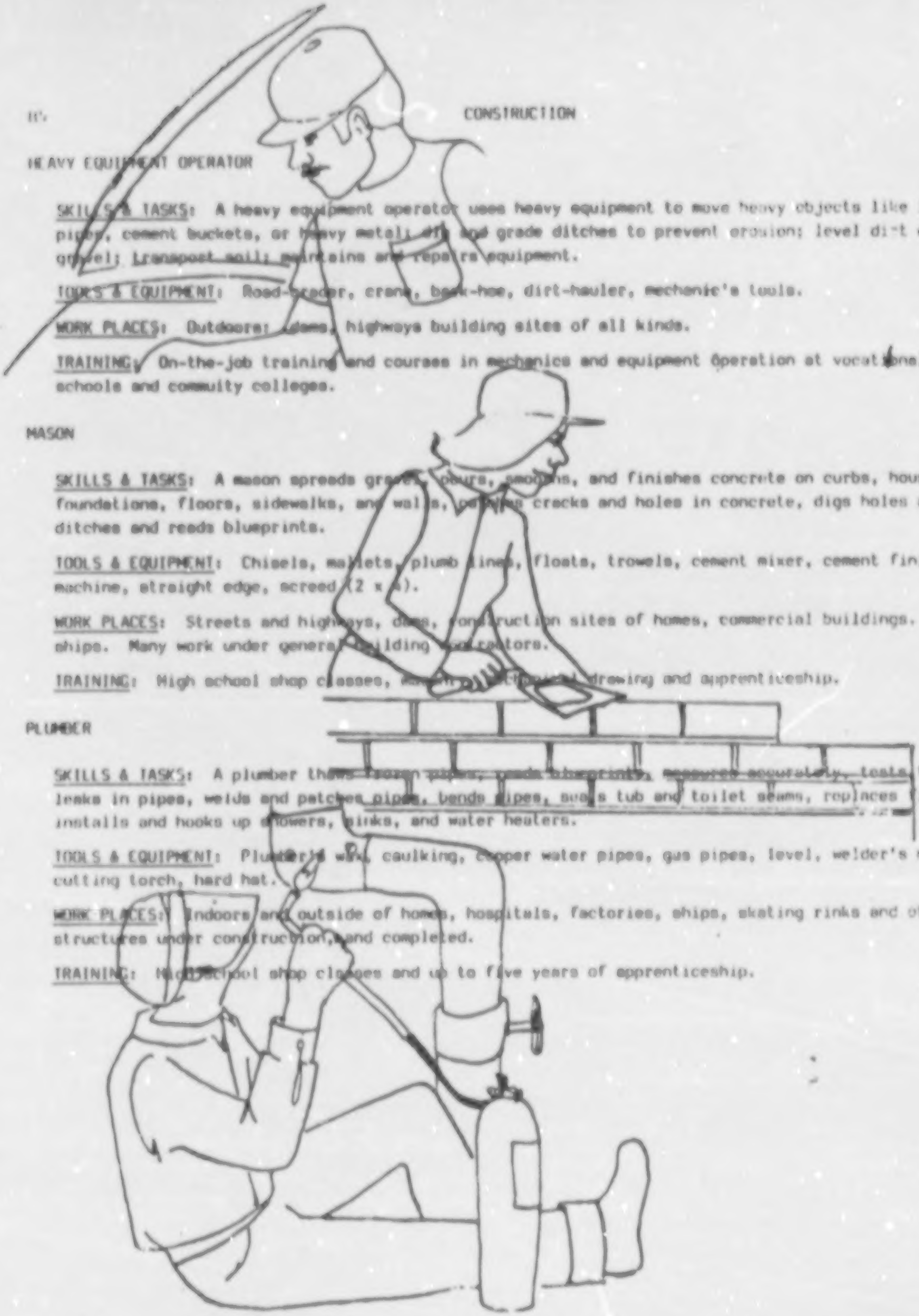
10.

CONSTRUCTION



HEAVY EQUIPMENT OPERATOR

SKILLS & TASKS: A heavy equipment operator uses heavy equipment to move heavy objects like large pipes, cement buckets, or heavy metal; dig and grade ditches to prevent erosion; level dirt or gravel; transport soil; maintains and repairs equipment.

TOOLS & EQUIPMENT: Road-grader, crane, back-hoe, dirt-hauler, mechanic's tools.

WORK PLACES: Outdoors: dams, highways building sites of all kinds.

TRAINING: On-the-job training and courses in mechanics and equipment operation at vocational schools and commuity colleges.

MASON

SKILLS & TASKS: A mason spreads gravel, pours, smooths, and finishes concrete on curbs, house foundations, floors, sidewalks, and walls, patches cracks and holes in concrete, digs holes and ditches and reads blueprints.

TOOLS & EQUIPMENT: Chisels, mallets, plumb lines, floats, trowels, cement mixer, cement finishing machine, straight edge, screed (2 x 4).

WORK PLACES: Streets and highways, dams, construction sites of homes, commercial buildings, ships. Many work under general building contractors.

TRAINING: High school shop classes, math, technical drawing and apprenticeship.

PLUMBER

SKILLS & TASKS: A plumber thaws frozen pipes, reads blueprints, measures accurately, tests for leaks in pipes, welds and patches pipes, bends pipes, seals tub and toilet seams, replaces fittings, installs and hooks up showers, sinks, and water heaters.

TOOLS & EQUIPMENT: Plumber's wax, caulking, copper water pipes, gas pipes, level, welder's mask, cutting torch, hard hat.

WORK PLACES: Indoors and outside of homes, hospitals, factories, ships, skating rinks and other structures under construction, and completed.

TRAINING: High school shop classes and up to five years of apprenticeship.

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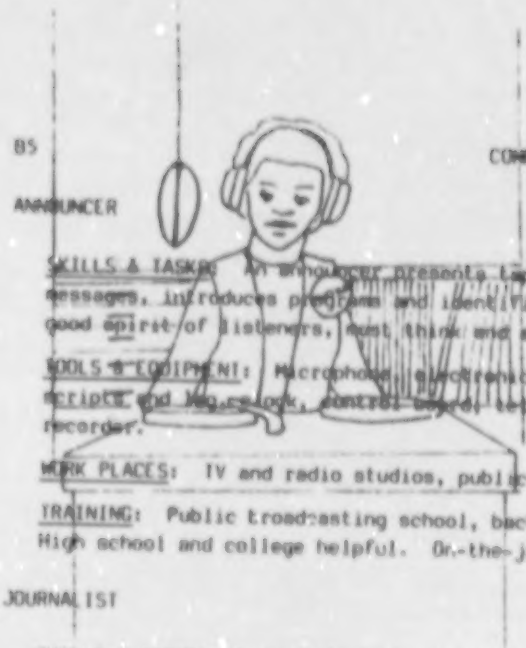
CHOICE Curriculum Content

COMMUNICATION AND MEDIA



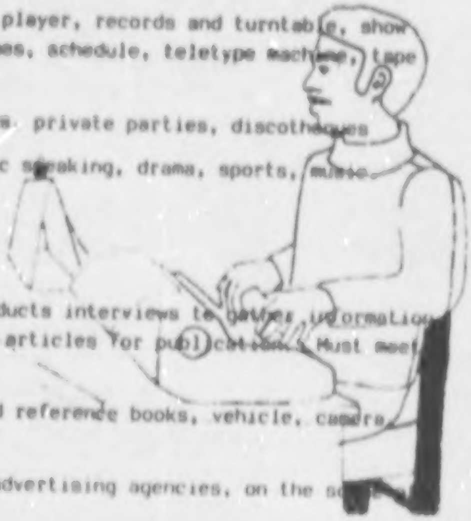
ANNOUNCER

SKILLS & TASKS: An announcer presents taped and live music, news, sporting events and commercial messages, introduces programs and identifies station, conducts interviews, maintains morale and good spirit of listeners, must think and act quickly and always speaks clearly.

TOOLS & EQUIPMENT: Microphone, electronic tapes and tape player, records and turntable, show scripts and log, clock, control board, telephone, headphones, schedule, teletype machine, tape recorder.

WORK PLACES: TV and radio studios, public gatherings, vans, private parties, discotheques

TRAINING: Public broadcasting school, background in public speaking, drama, sports, music. High school and college helpful. On-the-job training.



JOURNALIST

SKILLS & TASKS: A journalist observes, does research, conducts interviews to gather information, prepares and composes stories, essays, and special feature articles for publication. Must meet scheduled deadlines.

TOOLS & EQUIPMENT: Typewriter, tape recorder, resource and reference books, vehicle, camera, microphone, note pad, pencils, pens.

WORK PLACES: Publishing houses, newspapers, magazine and advertising agencies, on the scene events, TV stations, government offices, own home.

TRAINING: High school, college and journalism school, background in writing and in some other field (sports, science, politics, arts, etc.).

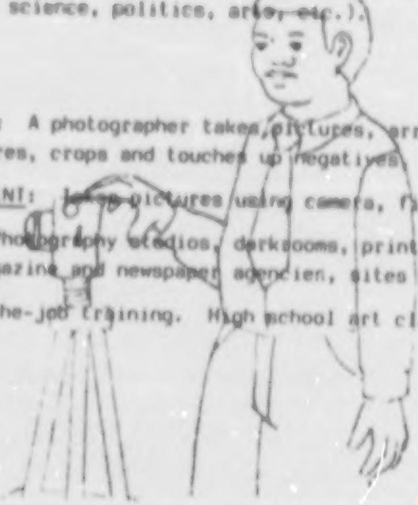
PHOTOGRAPHER

SKILLS & TASKS: A photographer takes pictures, arranges props using light, color and design, composes pictures, crops and touches up negatives, develops negatives and photographs.

TOOLS & EQUIPMENT: Takes pictures using camera, film, tripods, props and scenery.

WORK PLACES: Photography studios, darkrooms, print shops, private industries, public and private gatherings, magazine and newspaper agencies, sites of own specialty.

TRAINING: On-the-job training. High school art classes. College degree in fine arts. Photography school.



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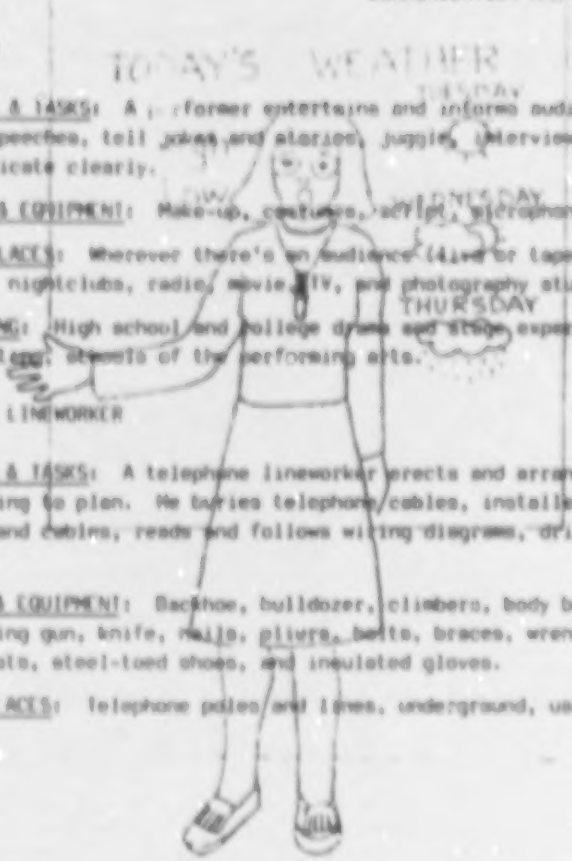
PERFORMER

SKILLS & TASKS: A performer entertains and informs audiences, may act, sing, play an instrument, give speeches, tell jokes and stories, juggle, interview others, memorizes scripts. Must communicate clearly.

TOOLS & EQUIPMENT: Make-up, costumes, script, microphone, musical instruments, props and scenery.

WORK PLACES: Wherever there's an audience (live or taped), in theaters, schools, circuses, stadiums, fairs, nightclubs, radio, movie, TV, and photography studios.

TRAINING: High school and college drama and stage experience, courses in voice, dance, music, speech, and acting; schools of the performing arts.

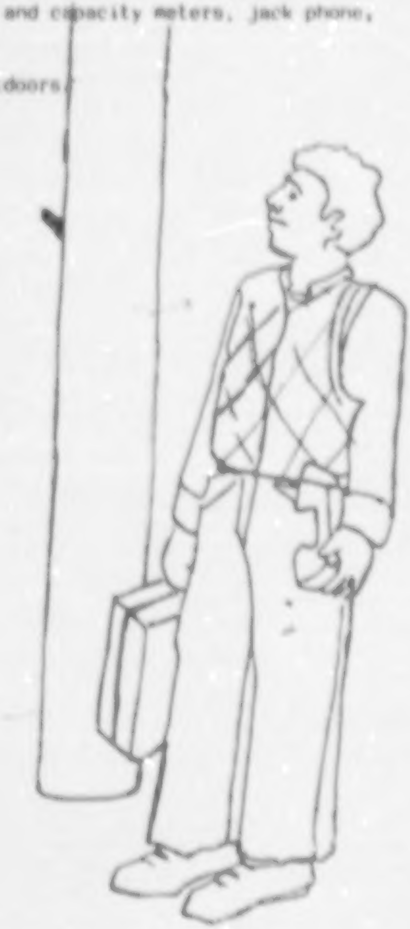


TELEPHONE LINEWORKER

SKILLS & TASKS: A telephone lineworker erects and arranges telephone poles, cables and wire according to plan. He buries telephone cables, installs, maintains, and repairs telephone wires, lines and cables, reads and follows wiring diagrams, drives repair truck and climbs telephone poles.

TOOLS & EQUIPMENT: Backhoe, bulldozer, climbers, body belts, screwdrivers, wire cutters, hammer, soldering gun, knife, nails, pliers, bolts, braces, wrench, wall and capacity meters, jack phone, hard hats, steel-toed shoes, and insulated gloves.

WORK PLACES: Telephone poles and lines, underground, usually outdoors.



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Construction/Communication & Media

Student Log

Table of Contents

Construction

Introduction 1
Architect 6
Heavy Equipment Operator 14
Mason 21
Carpenter 29
Plumber 36
Electrician 43
Review 50

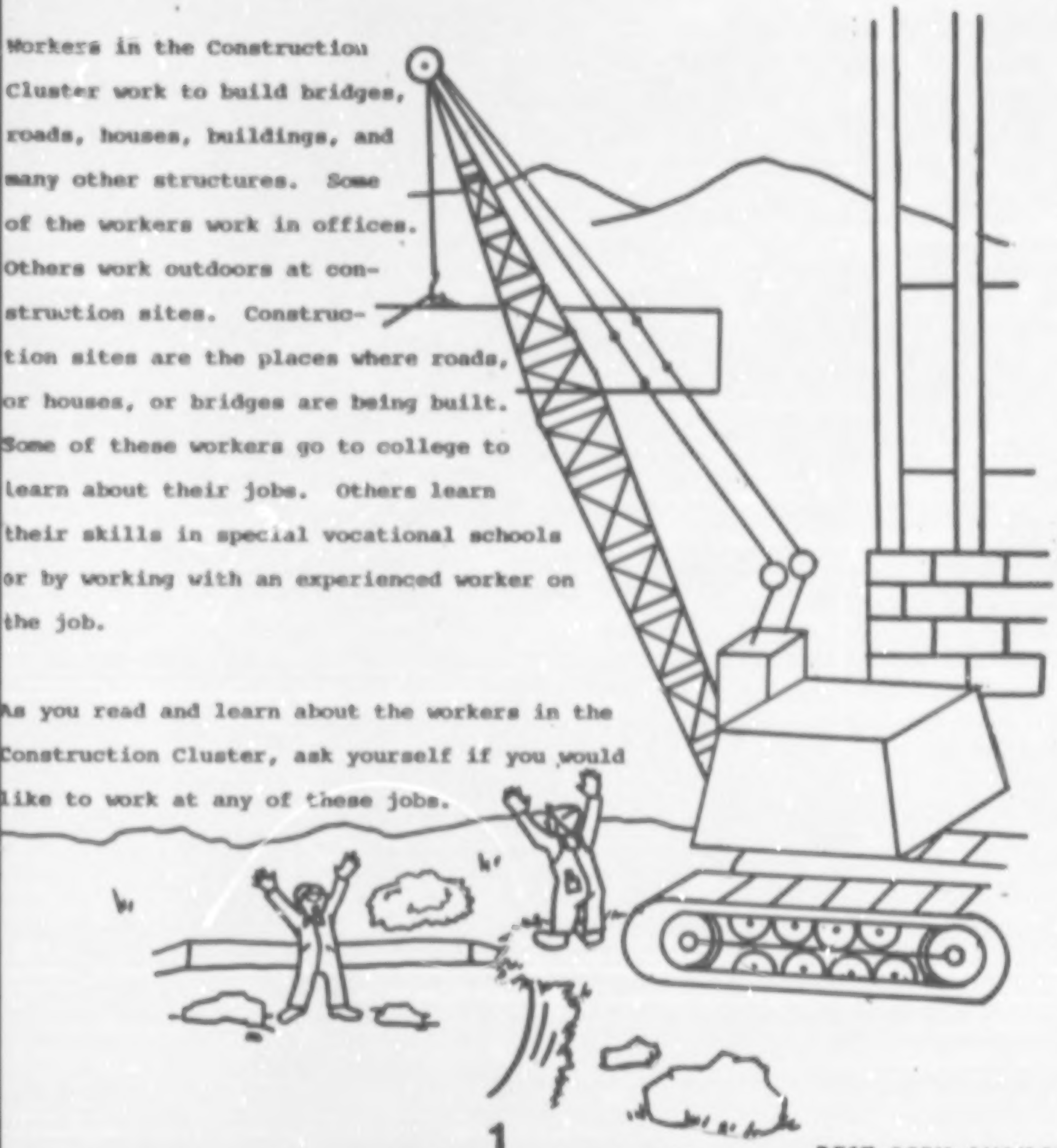
Communication and Media

Introduction 55
Telephone Lineworker 59
Announcer 65
Photographer 71
Journalist 76
Performer 81
Review 86

Introduction to Construction

Workers in the Construction Cluster work to build bridges, roads, houses, buildings, and many other structures. Some of the workers work in offices. Others work outdoors at construction sites. Construction sites are the places where roads, or houses, or bridges are being built. Some of these workers go to college to learn about their jobs. Others learn their skills in special vocational schools or by working with an experienced worker on the job.

As you read and learn about the workers in the Construction Cluster, ask yourself if you would like to work at any of these jobs.



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Construct

To construct means to build. When workers are constructing a house, they are building a house. Look at the list of words below. Draw a circle around the words that are things that can be constructed.

air
bridge
bush
cage
camp

carry
chimney
city
crow
fence

finish
flash
gate
goose
grew

house
kitchen
late
leave
ranch

Structure

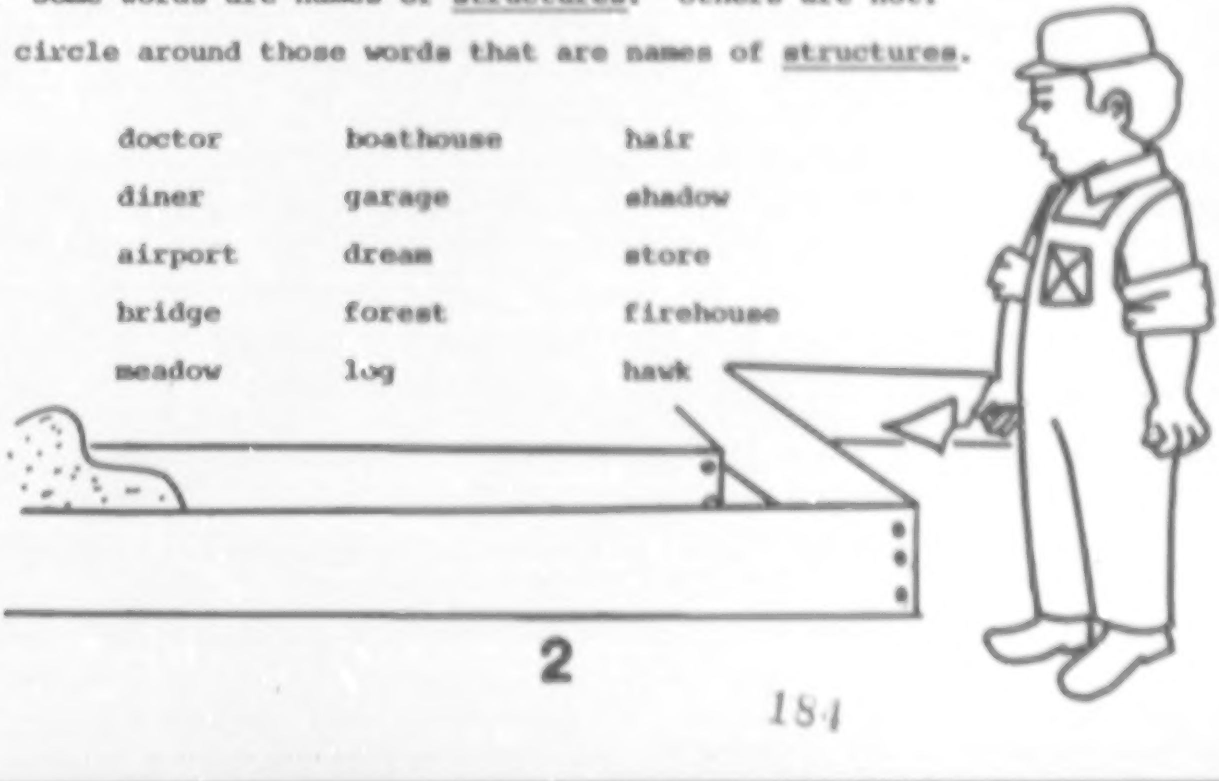
Structure is another word that means building. A house is a structure. A bridge is a structure. A structure is something that can be constructed or built. Look at the list of words below. Some words are names of structures. Others are not. Draw a circle around those words that are names of structures.

barn
carrot
castle
house
ribbon

doctor
diner
airport
bridge
meadow

boathouse
garage
dream
forest
log

hair
shadow
store
firehouse
hawk



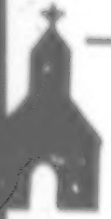
Construction Site

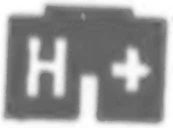
A construction site is a place where a structure is being built. Site means place. Construction means building. So, a construction site is a place where building is going on.

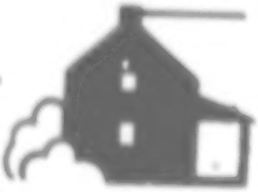
The words below are all names of construction sites. The letters in the words are out of order. Change the order of the letters in each word to spell the name of a construction site. Write the correct word on the line near each mixed up word.

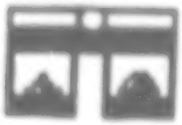
Now, match each word to the picture at the bottom of the page which shows that construction site. Write the number of each word on the line near each matching picture.

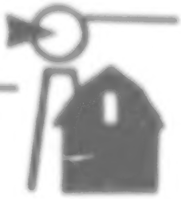
1. rapmatten ____________________
2. spithoal ____________________
3. trocfay ____________________
4. arfm ____________________
5. shocol ____________________
6. hchcru ____________________
7. throucusoe ____________________
8. crogrey orest ____________________
9. uhose ____________________
10. preari spoh ____________________

 ______

 ______

 ______

 ______

 ______

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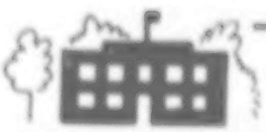
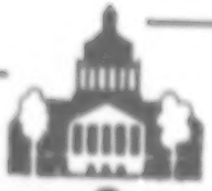
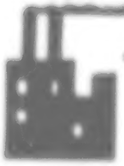
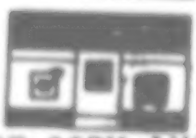
 ______

 ______

 ______

 ______

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The story below has many blank spaces in it. One of the words in the word box belongs in each space. Finish the story by writing the words "construct", "structure", or "construction site" in the spaces.

construct	structure	construction site

Danny wanted to (1)________________ a building. He wanted to make the (2)________________ with square wooden blocks. Danny decided to use the hall floor as his (3)________________. He cleared the (4)________________ by moving the rug to one side. Danny began to (5)________________ the building. The more blocks Danny used, the higher his (6)________________ became. Danny was proud that he was able to (7)________________ such a large building.

Suddenly, the front door opened! Our dog, Lady, ran straight into Danny's tall(8)________________. Blocks flew in all directions and Danny's (9)________________ was littered with wooden blocks. Now, he would have to (10)________________ his building again. Danny decided to move the (11)________________ to a safer place before building the next (12)________________.

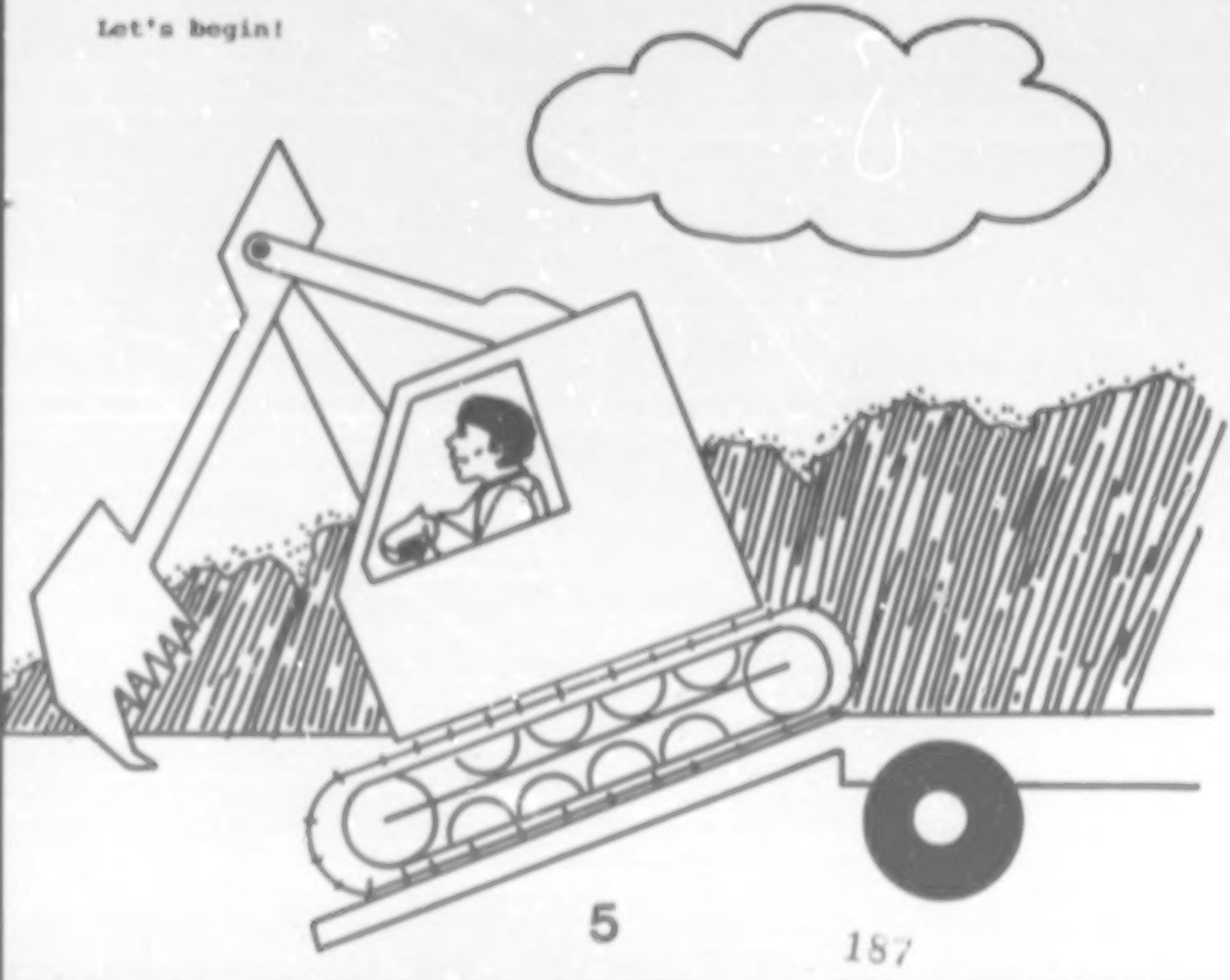
* * * * * * * * * * * * * * *

On a separate sheet of paper, write three sentences, using one of the three words in the word box in each sentence.

A House for Mr. Myers

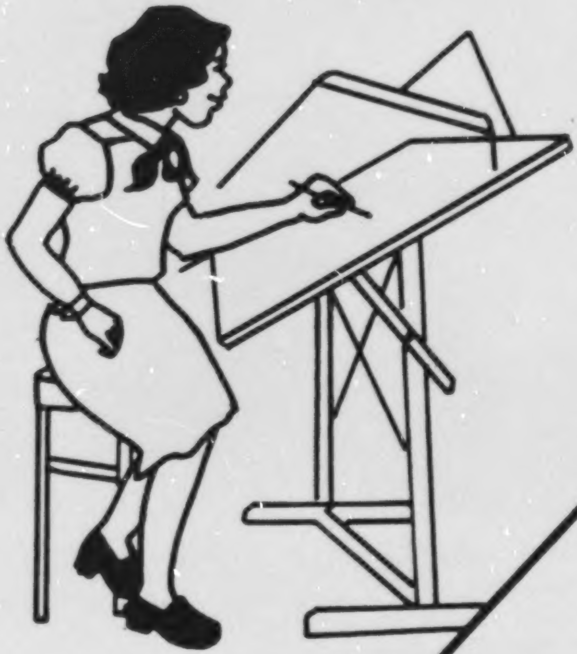
Mr. Myers has bought some land and wishes to build a home. He has agreed to help us learn about the Construction Work Cluster by sharing his experience with us. When Mr. Myers meets all of the workers who will help build his home, we will be meeting them also. As Mr. Myers learns about their jobs, so will we. While Mr. Myers' house is being built, we will build our knowledge of the Construction Work Cluster.

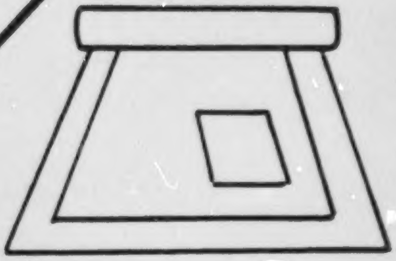
Let's begin!

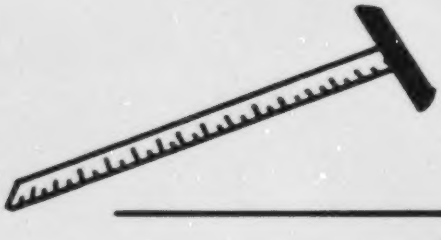


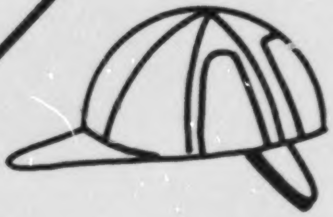
B--5 Architect

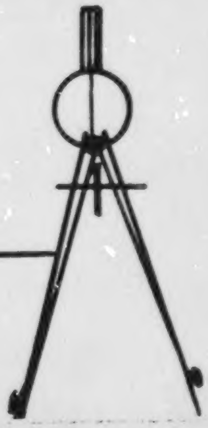
This architect is drawing a building. She draws the building to scale, showing its size and shape. She studied at college and worked with other architects to learn her job.







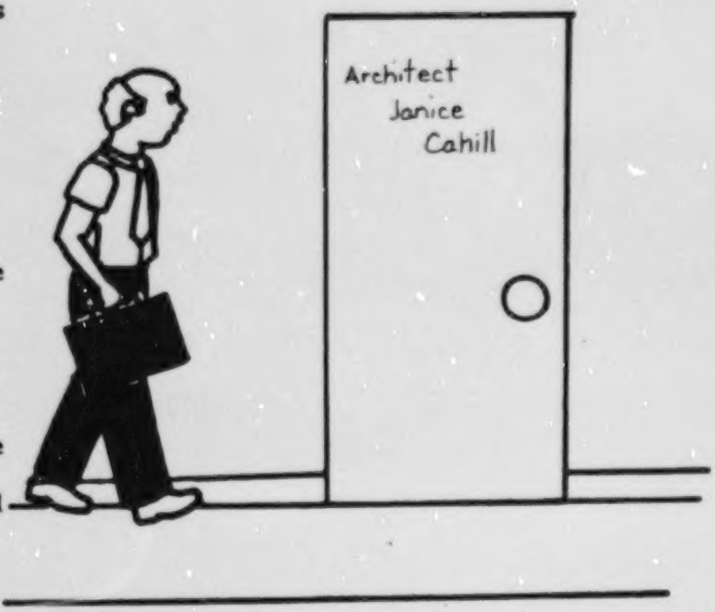


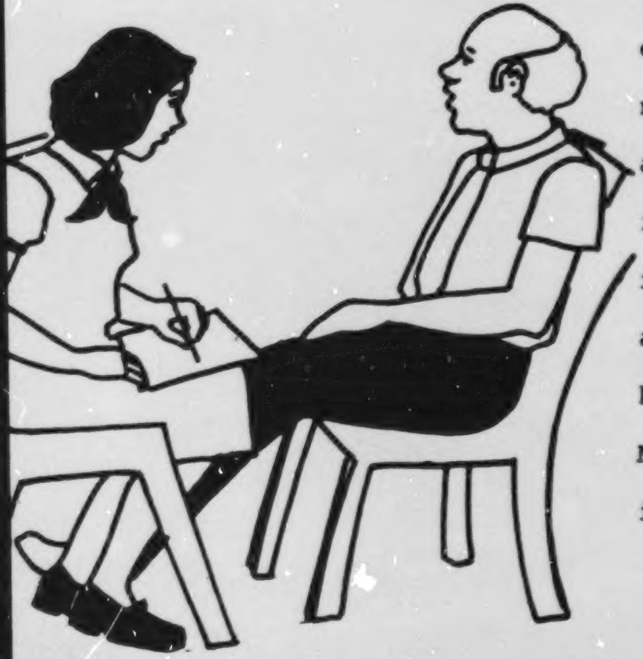


Mr. Myers and the Architect

When Mr. Myers decided to build his new home, he made an appointment with Janice Cahill. Janice is an architect in the town where Mr. Myers lives.

Janice went to college to learn the skills she needed to become a good architect. After she graduated from college, she worked for an architect in the city. She gained experience quickly and moved to a small town to open her own office.





Mr. Myers and Janice talked for several hours. They talked about the kind of house Mr. Myers wanted--its size, the number of rooms, the style, and the amount of money he wanted to spend. Janice showed Mr. Myers pictures and drawings of houses. They talked about safety and fire regulations, or rules, for houses in their town. By the time Mr. Myers left her office, Janice had a good idea of what he was looking for in a home.

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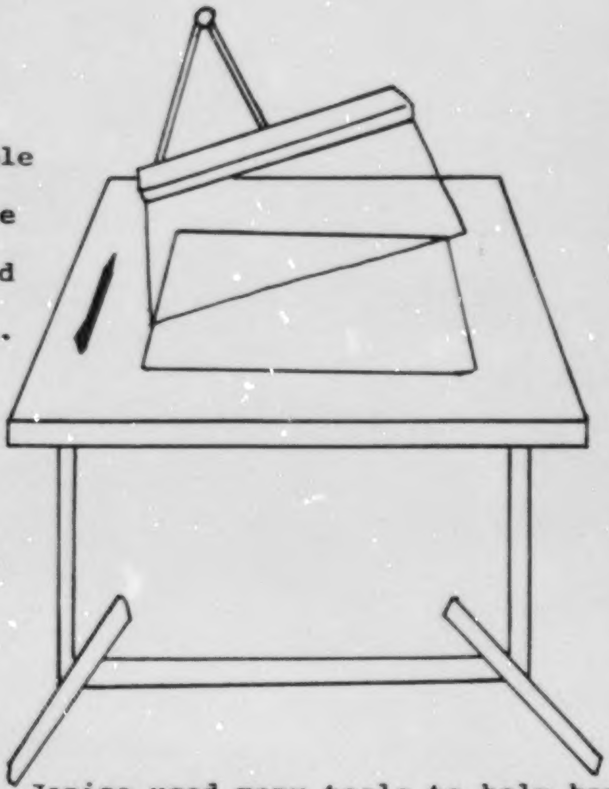
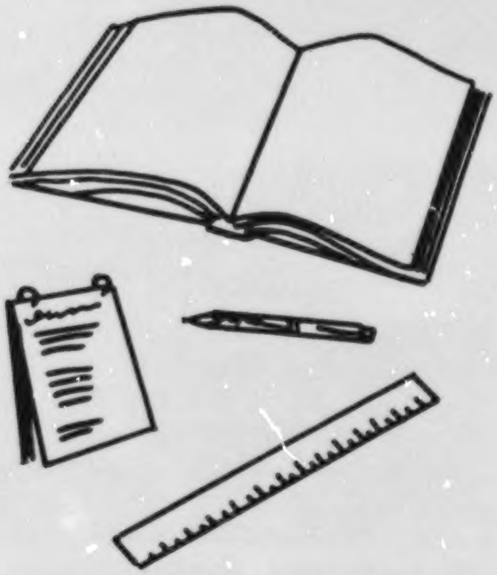
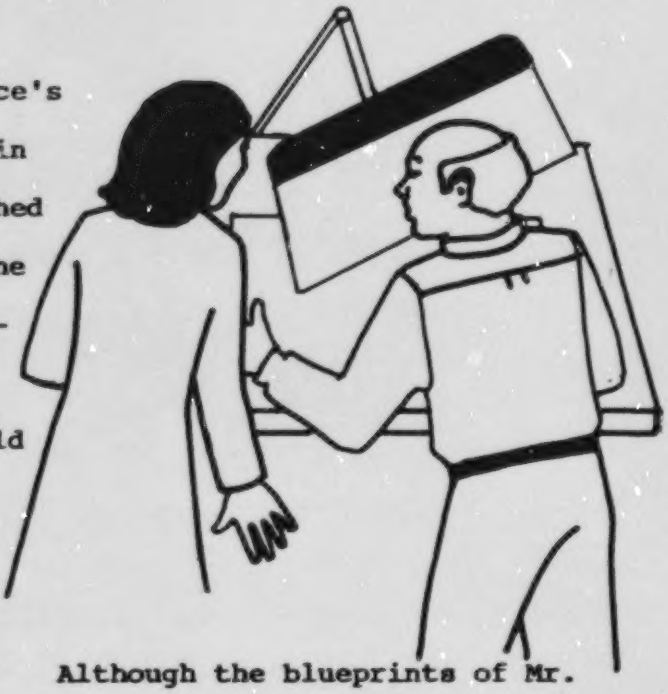
Janice worked the rest of the day drawing a model of Mr. Myers' new home. She worked at a drafting or drawing table with a bright light. The drafting table had a top which slanted, so Janice could work at whatever angle was best for her. She used drafting pencils to draw the house on drafting film. When the drawing was completed, she placed it in a machine to make a blueprint. The lines that she had drawn showed up as white lines on the special blue paper.

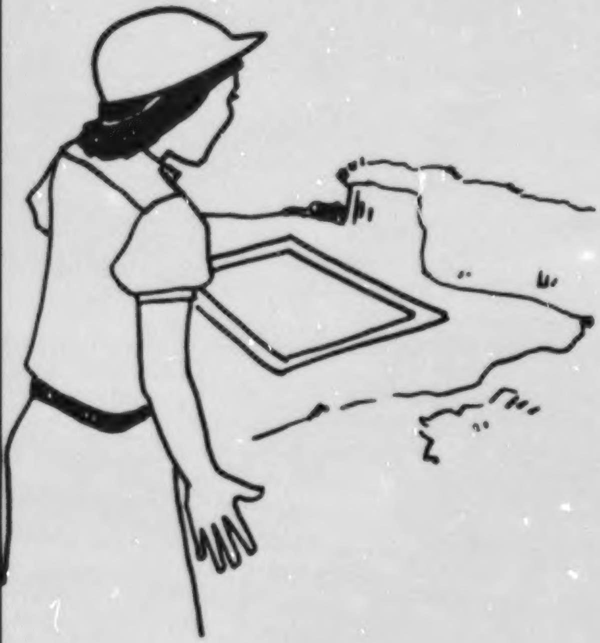




Janice used many tools to help her draw. A compass helped her draw circles, and she used a ruler to make straight lines. She used special symbols to show doors, windows, plumbing, and appliances on her drawing. She checked her notes from the meeting with Mr. Myers as she worked. She looked at architects' books for new ideas. She often used the telephone to call Mr. Myers. He helped her make decisions about details of the blueprints.

After several weeks of work, Janice's blueprints were complete. She met again with Mr. Myers to talk about the finished plans. Mr. Myers was satisfied with the blueprints, so they talked about building materials, companies to build the house, and a schedule of when work would be done.





Although the blueprints of Mr. Myers' house were finished, Janice still had more work to do. As the house was being built, she visited the construction site many times. She made sure that the builders were using the right materials, were following her blueprints correctly, and were working on schedule. She always wore a hard hat and heavy boots at the construction site. These protected her from falling objects.

Janice, like most architects, usually works on several buildings at one time. While drawing blueprints for one house, she may be visiting three or four construction sites Her many years of college have trained her for an interesting career.

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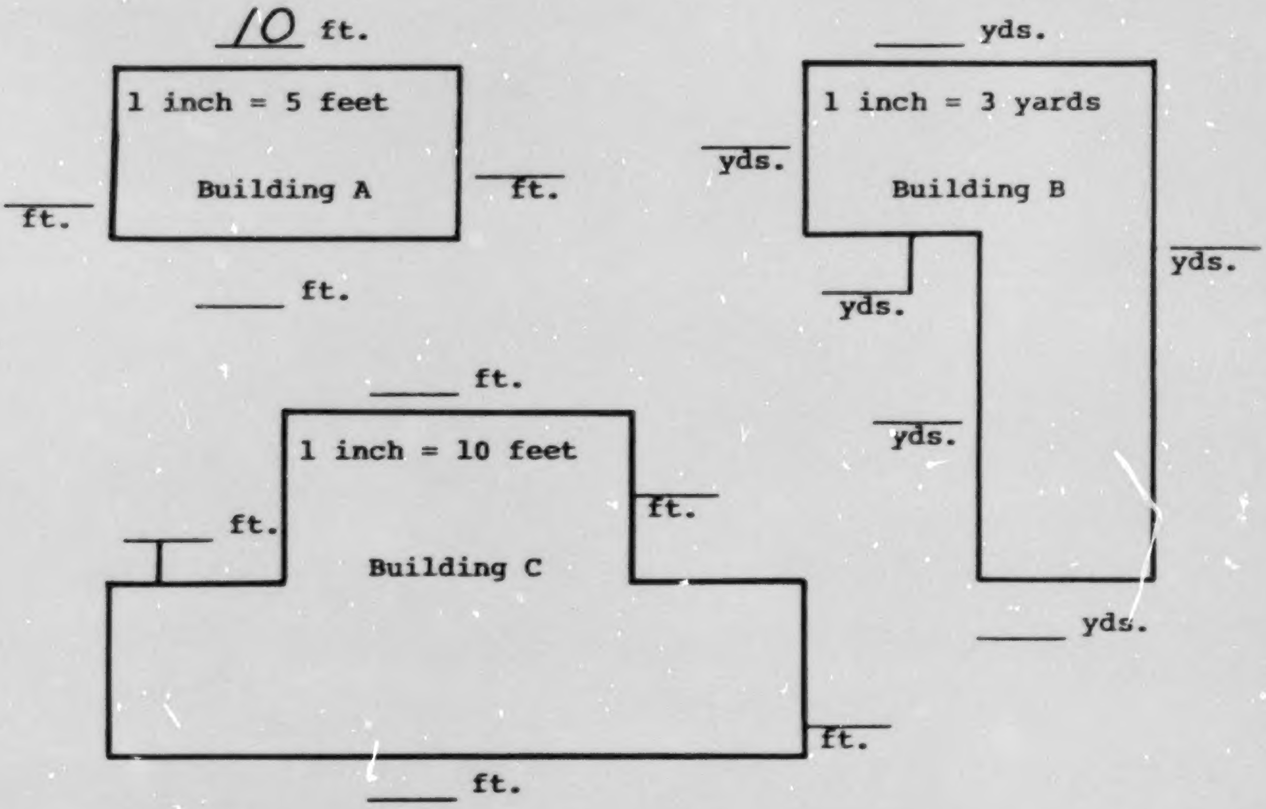
Drawing to Scale

When architects draw buildings, they draw them to scale. This means that they draw them smaller than the real building. Architects use a "scale" like "1 inch = 1 foot" when they are drawing buildings. In this case, for every foot of length on the building, the architect would mark a line of one inch on the drafting paper. Architects always write the scale they are using on their drawings so that others will know how to read them.

Each of the blueprints below has the scale the architect used written near the top. Use your ruler to measure each side of each building outline. Then use the scale to tell how long each side of the real building will be. Write the length of each side of the building on the line near that side.


10 ft.
1 inch = 5 feet
Building A
ft.
ft.
ft.
yds.
1 inch = 3 yards
yds.
Building B
yds.
yds.
yds.
yds.
ft.
1 inch = 10 feet
ft.
ft.
Building C
ft.
ft.

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Drawing to Scale

Pretend that you are an architect. Draw a small building that is a rectangle. Draw the building to scale.

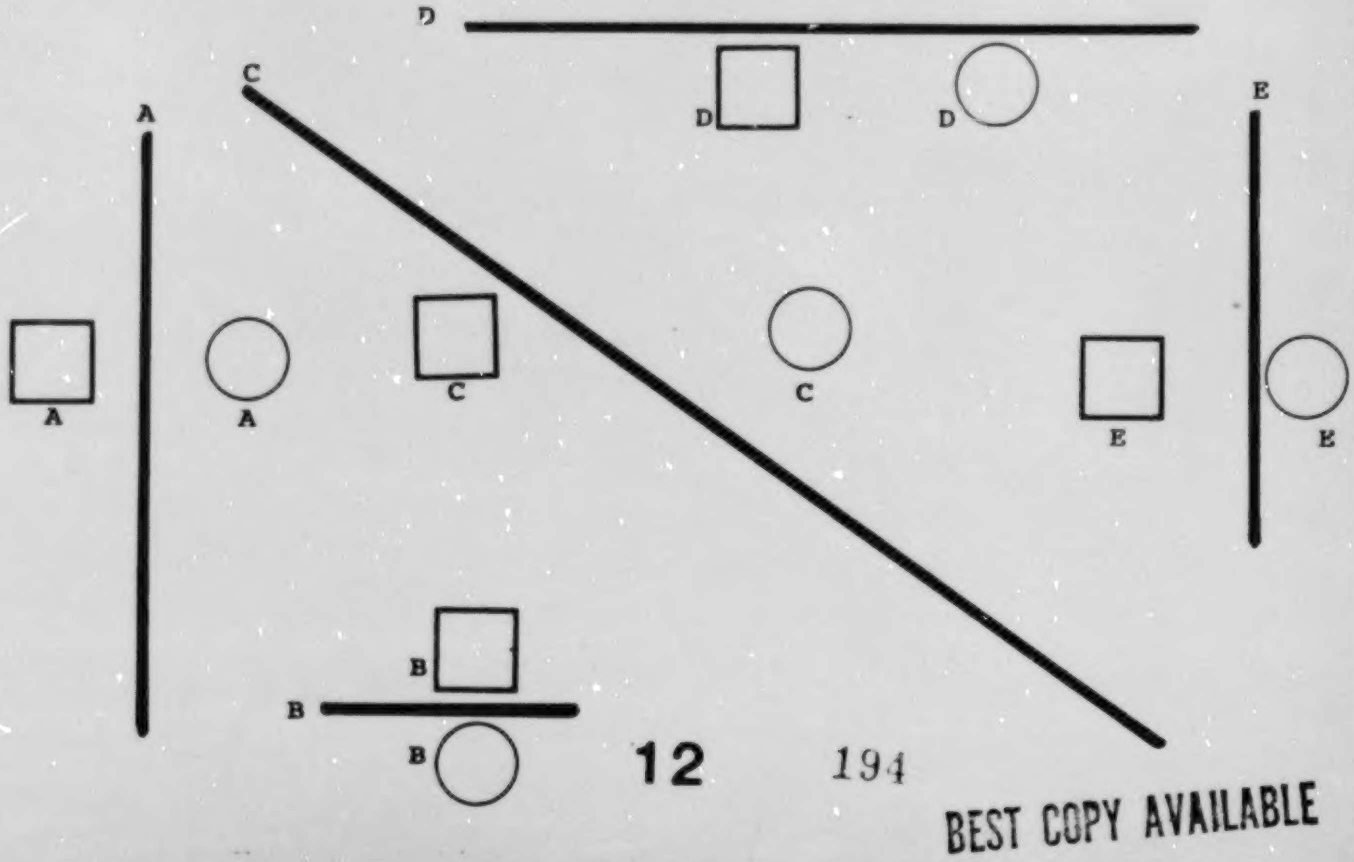
Use a scale of 1 inch = 2 feet. Make the building 12 feet long and 10 feet wide.

Estimating

Architects use what they know about building materials and labor to "estimate" the cost of the buildings. An estimate is a guess about how much the buildings will cost. The estimate is usually quite close to the real cost of the building because the architect knows a lot about prices of materials and labor costs. However, the estimate is not the real cost. It can be less than or greater than the real cost.

Look at the lines below. Estimate or guess the length of each line. In the box near each line, write your estimate or guess of the length of that line.

Now, measure each line with a ruler. Write the real length of each line in the circle beside that line.



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Sequence

Put the sentences below in order to tell a story about an architect and his client. Write the numerals 1--8 on the lines beside the sentences to show the order they should be in.

______ Mr. Brown wanted to build a new house, so he made an appointment with Janice Cahill.

______ Mr. Brown and Janice chose a company to build the house.

______ Janice estimated the cost for each of the houses.

______ Janice drew three houses and made a set of blueprints for each.

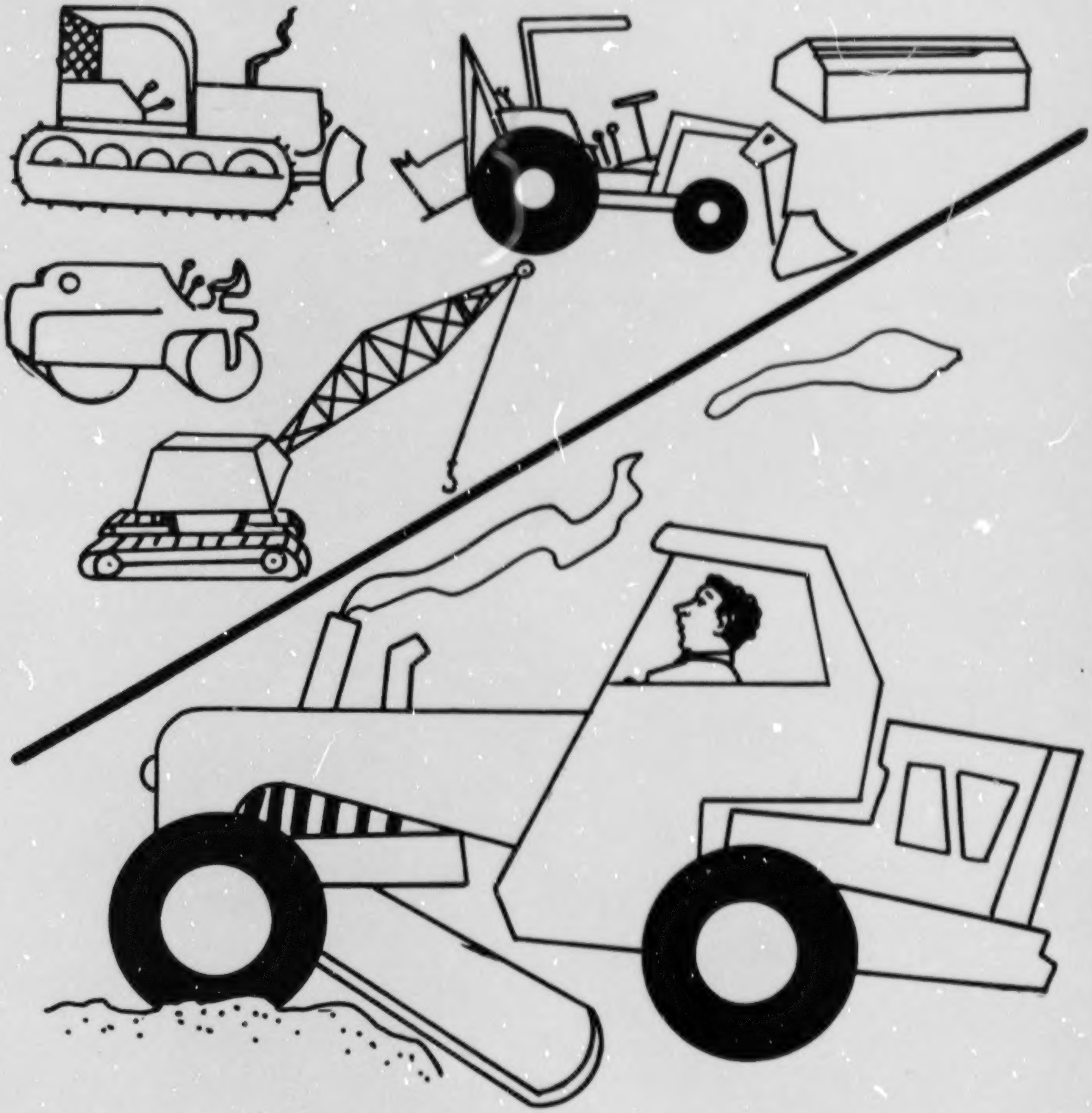
______ Mr. Brown and Janice talked about what kind of house Mr. Brown wanted.

______ Mr. Brown chose the house he liked best.

______ Janice looked through books for ideas she could use for drawing Mr. Brown's house.

______ Janice showed Mr. Brown the three blueprints and the estimated cost for each house.

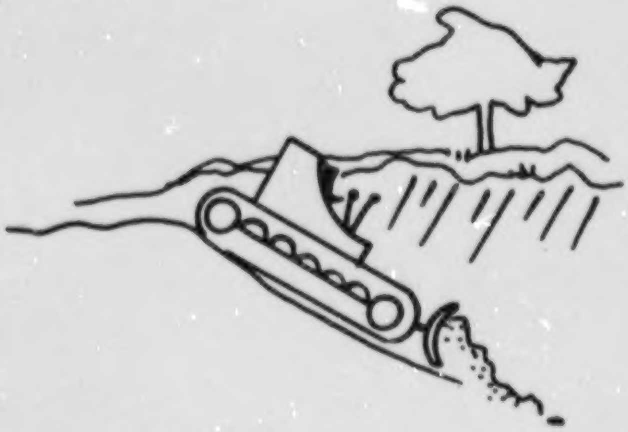
B--5 Heavy Equipment Operator

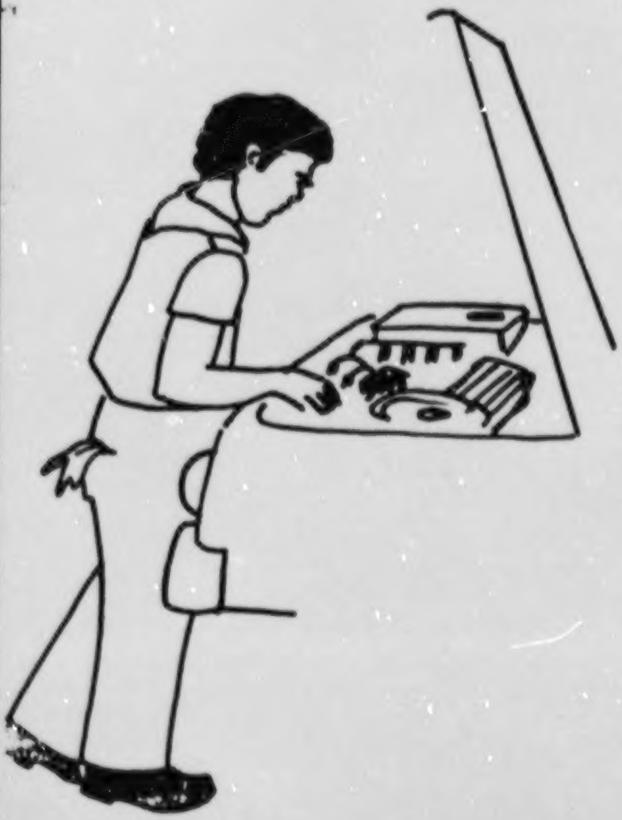


The heavy equipment operator drives large machines that are used on construction sites. He knows how to operate many different machines. This heavy equipment operator is operating a road grader.

Heavy Equipment Operator

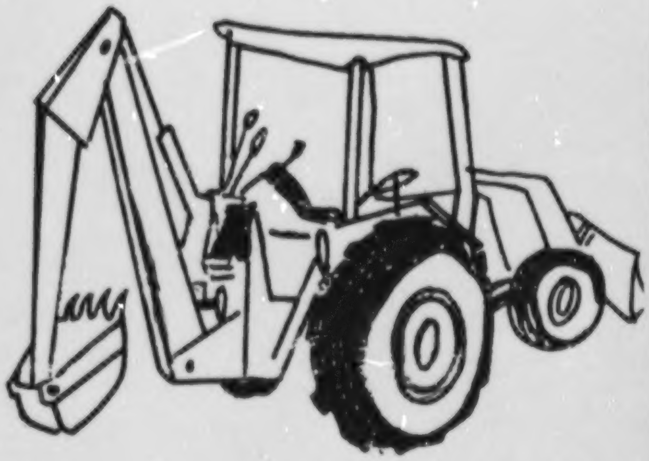
Mr. Myers drove to the construction site. He was surprised to see that construction had begun. Stakes, or pieces of wood, had been driven into the ground. The stakes marked the corners of the building area. Al Davis, the heavy equipment operator was driving a bulldozer. He was pushing rocks and dirt away from the building area. The hole became deeper and deeper. Rocks and dirt were piled around the edge of the pit.





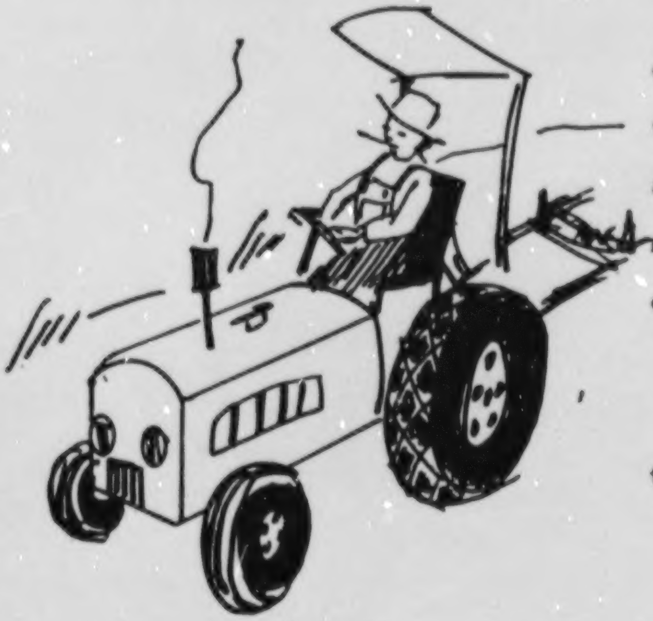
Al knows how to operate, or run large machines, or equipment used at construction sites. Al also knows how to keep his equipment running well. He often fixes machines when they break down. Al knows how to use the equipment safely, so that no one gets hurt.

Al stopped the machine to take a break. Mr. Myers asked him about operating the different pieces of equipment.



"Well," Al said, "as you can see, I'm using the bulldozer to dig a big hole. The basement of your house will be built in this hole. I'll finish this today. Then I'll use a backhoe to dig the ditches for your drain pipes. Later, I may use other equipment to build your driveway."

"Isn't it difficult learning to use the different machines?" asked Mr. Myers.

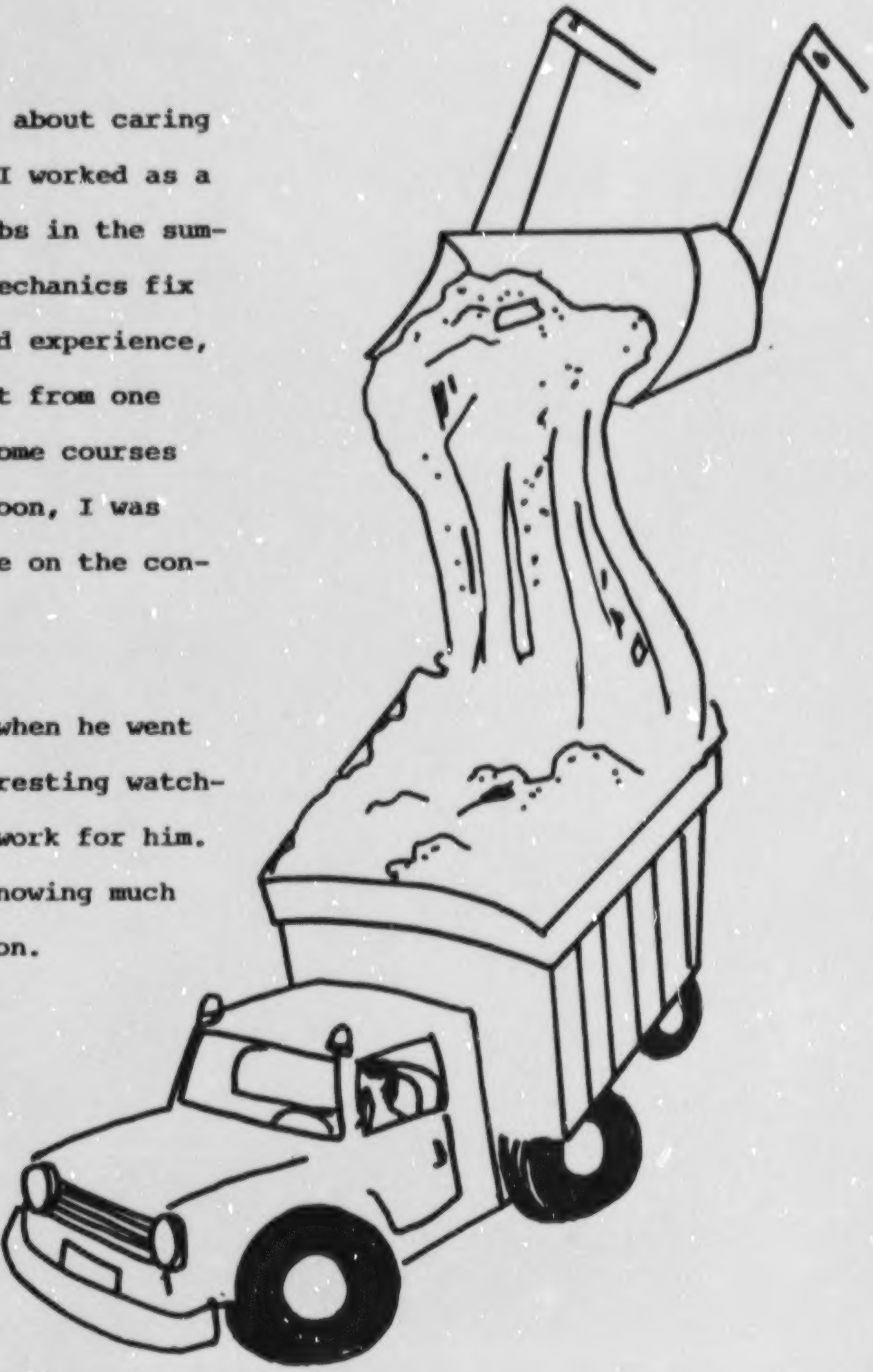


"Each piece of equipment is a little different," replied Al. "I had to learn the tricks of running each machine. But, all construction machines are alike in many ways. That cuts down on the number of things I need to remember."

Mr. Myers asked Al how he became interested in operating heavy equipment.

"I grew up on a farm," explained Al. "I learned to run a tractor as a boy. I liked learning to operate machines. In high school I took courses about caring for and fixing machines. I worked as a laborer on construction jobs in the summer. Sometimes I helped mechanics fix the equipment. As I gained experience, they let me drive equipment from one site to another. I took some courses at night to learn more. Soon, I was able to operate any machine on the construction site."

Mr. Myers watched Al when he went back to work. It was interesting watching Al make the bulldozer work for him. Mr. Myers left the site, knowing much more about the work going on.



Compound Words

Al was a heavy equipment mechanic before he learned to operate the big machines. A mechanic is a worker who takes apart machines to fix them.

Be a word mechanic by taking apart the words listed below. Each of the words is a compound word. Compound words are made by putting two or more words together. Take apart each compound word by drawing a line between the two smaller words in each compound word.

bulldozer
blueprint
doorway
highway

sidewalk
driveway
doorstep
rooftop

bricklayer
stonemason
fieldstone
bathroom

bathtub
backhoe
outlet
bedroom

screwdriver
steamroller
plywood
stairway

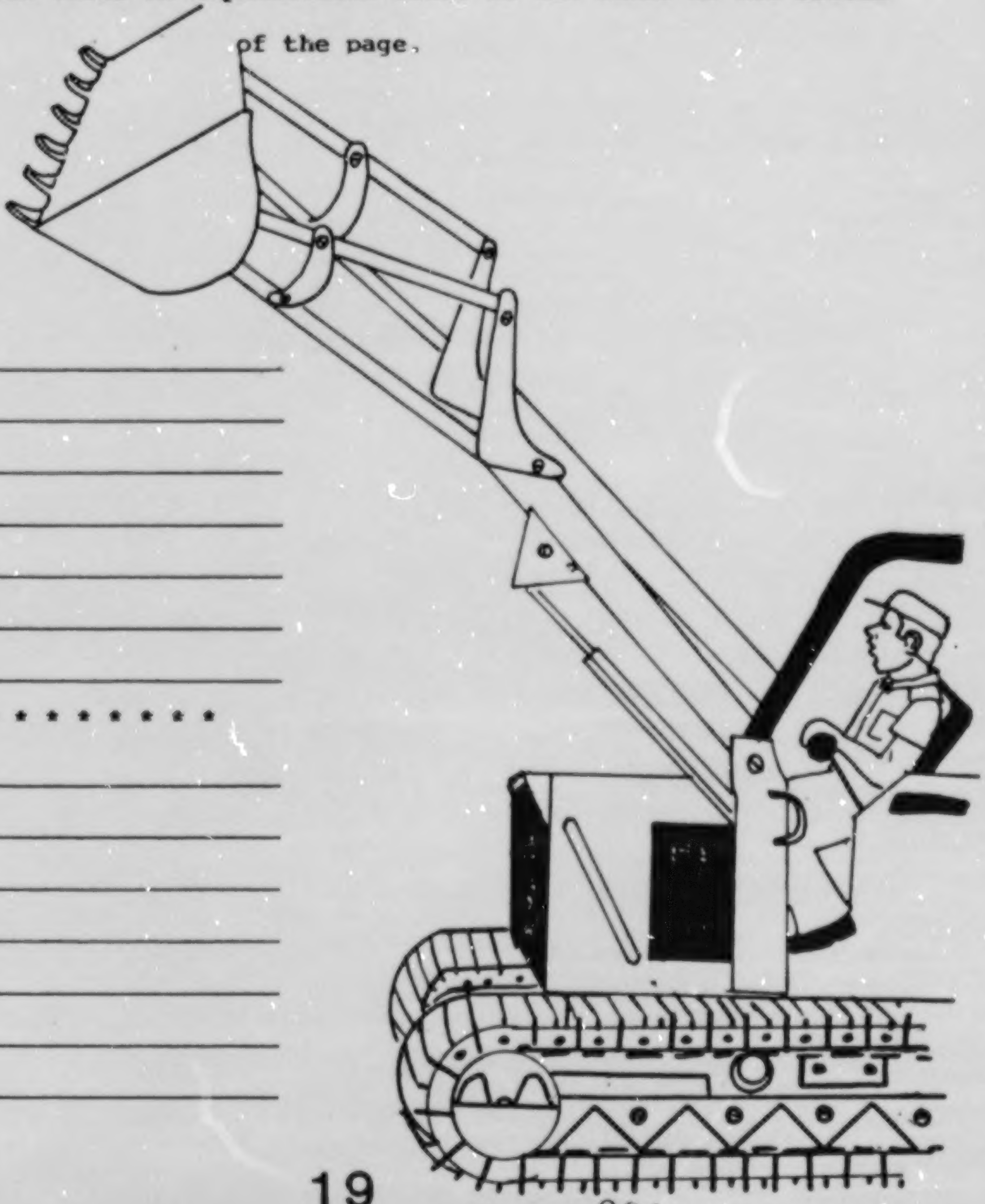
* * * * * * * * * * * * * * * * * * *

Mechanics also know how to put things together after they are fixed. Put together compound words using the two word lists below. Look at the first word in the left-hand column. Find a word in the right-hand column that will make the first word a compound word. Write the new word on the line between the columns. The first word is written for you.

butter	butterfly	nail
water		mother
finger		shelf
book		fly
grand		fall

Scramble

Each group of letters below spells the name of one piece of heavy equipment. As you see, the letters are mixed up. Unscramble each group of letters to spell the name of one machine. Write the words correctly on the lines to the right of the word groups. When you have spelled all of the words, rewrite the words in alphabetical order on the lines on the bottom of the page.



cratrot ____________________

ernac ____________________

dregar ____________________

drollezub ____________________

chobeak ____________________

pumd crukt ____________________

tralemslero ____________________

* * * * * * * * * * * * * * * *

____

____

____

____

____

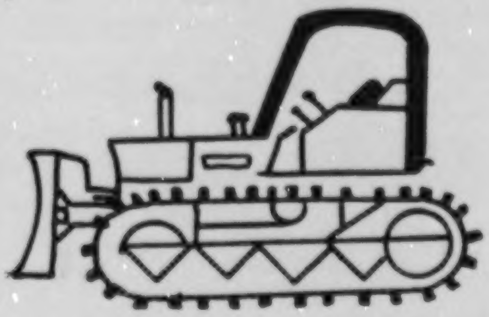
____

____

Validity

Read each paragraph. Draw a line through the sentence which does not belong in each paragraph.

Al is a heavy equipment operator. He runs machines like bulldozers, backhoes, and road graders. Al's wife works in an office. He knows how to make the machines work for him. Al operates the machines carefully, so that no one is hurt.



Al has a backhoe of his own. When he is not working for a construction company, he uses his own backhoe to work for people near his home. Al lives in Springfield. When someone calls Al to work for them, he loads the backhoe on a large truck and drives to the place where he will work. He unloads the backhoe and begins digging. He may dig a ditch for drain pipes, a basement for a house, or a hole for a swimming pool. Al makes extra money by operating his own machine in his spare time.

When Al was about fourteen years old, he learned to operate the tractor on his father's farm. He used the tractor to pull a plow that prepared the ground for planting. Sometimes, Al's father drove the tractor. Al also used the tractor to pull wagons loaded with bales of hay. Al learned a lot about operating heavy equipment on the farm.

Al works at many different construction sites. Sometimes he runs the large machines to help build a dam. Sometimes he runs the bulldozer to clear land for houses. Al always tries to be at the construction site on time. Al operates large cranes which lift steel beams or plates that are used in building tall structures or bridges. Al also works on highway construction sites. He can use his skills for operating equipment in many different places.

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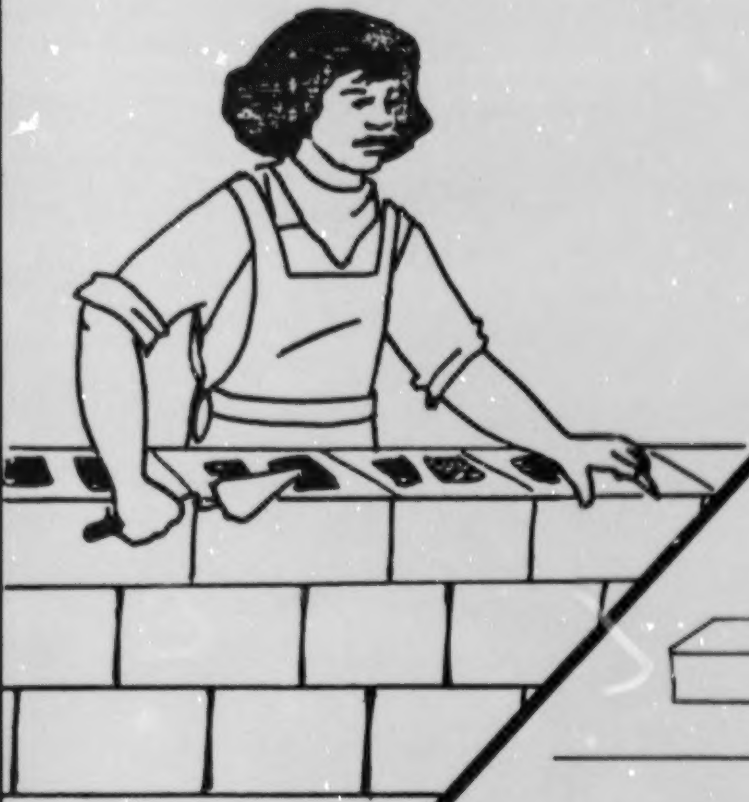
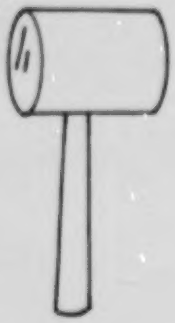
B--5 Mason

The mason is constructing a brick wall. She uses her trade to work on homes, buildings, dams, streets, and highways.





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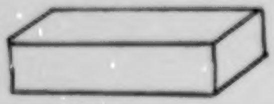

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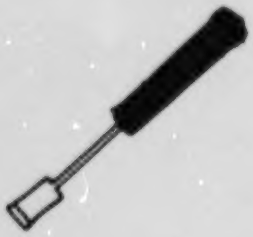

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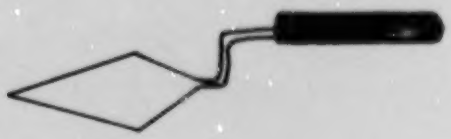

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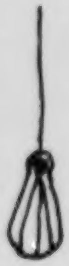
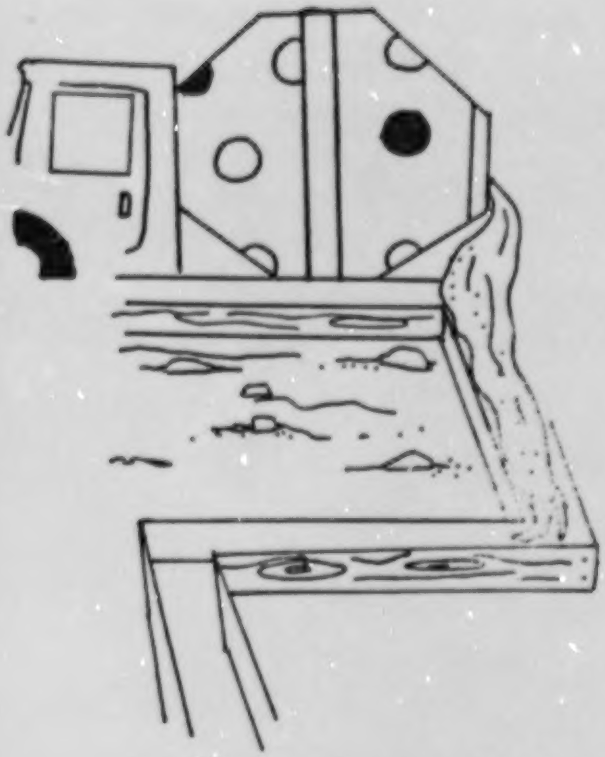


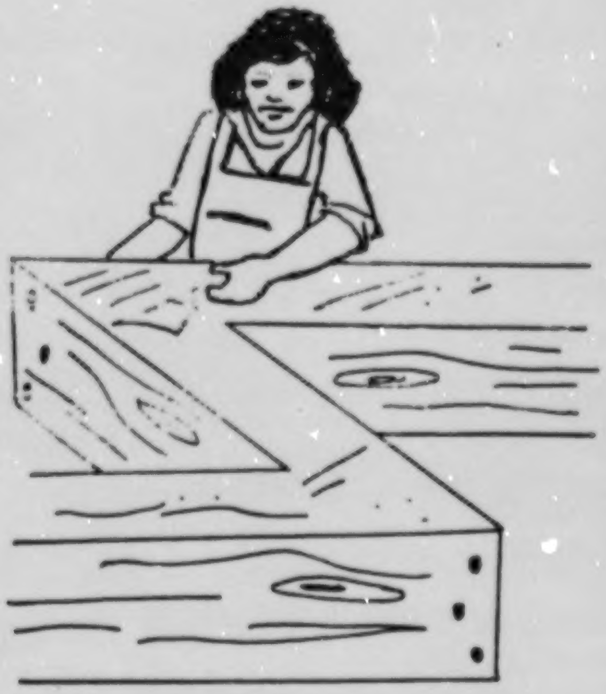
203 __________

Mason



Mr. Myers went back to the construction site a few days later. A truck was stopped near the pit. A large drum was turning slowly on the back of the truck. Mr. Myers knew that the truck was mixing concrete in the big drum. He could see wet concrete sliding from the truck into a chute. The concrete flowed down the chute into wooden boxes called forms. Soon the forms were filled with wet concrete.

A cement mason was working in the bottom of the pit. She was smoothing the top of the wet concrete with a trowel. As she worked, she talked with Mr. Myers.



"I'm building the footings for your house. The concrete flows down into the ground, below the frost line. This will keep the house from shifting as the earth freezes and thaws. When this con-

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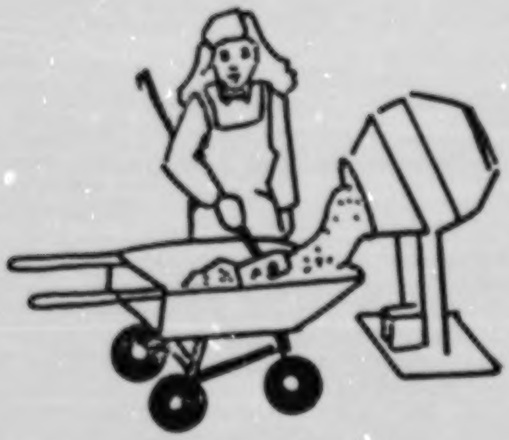
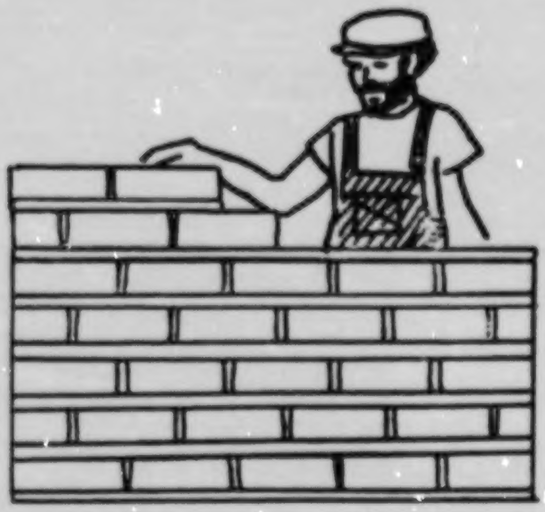
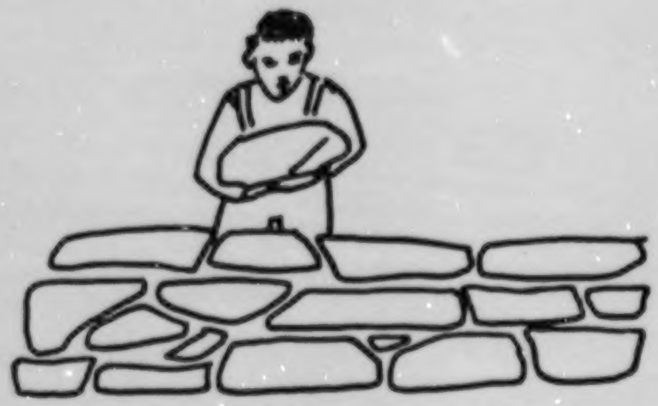
crete is dry, or cured, the weight of your house will rest on these footings.



Mr. Myers learned that there are different kinds of masons. Cement masons, like Ann, work with concrete. They know what mix of concrete is right for each job. Bricklayers work with bricks, cement blocks, and tiles. Stonemasons work with stone like marble, slate, and fieldstone. Bricklayers and stonemasons use mortar to hold stone or brick together. Mortar is a mixture of cement, water, and sand. When it dries, it holds the stones or bricks in place. Most masons know about all three kinds of masons' work.



Masons use many tools. They use chisels to cut stone, brick, or tile. They tap the end of the chisel with a special hammer. A trowel is used to spread mortar and to smooth concrete. Masons use plumb bobs to make sure



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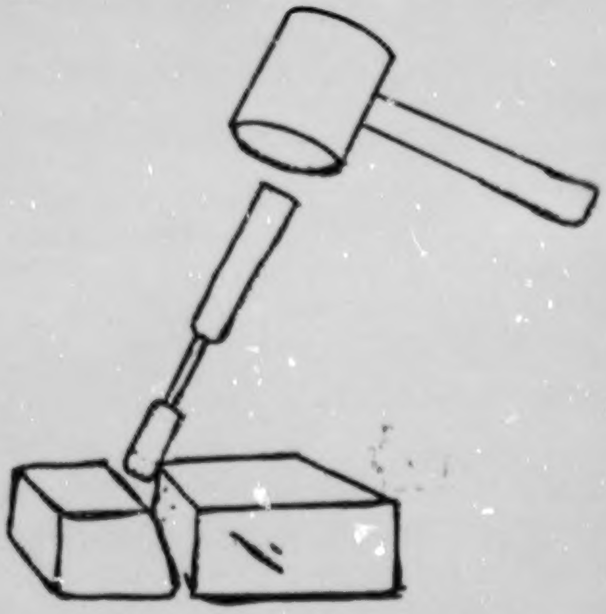
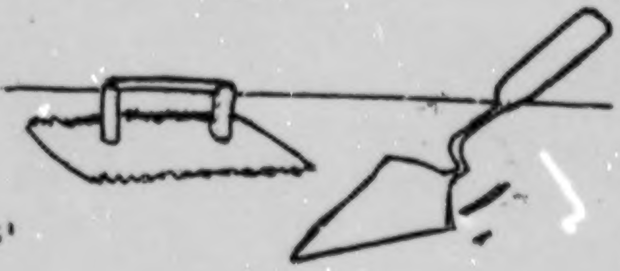
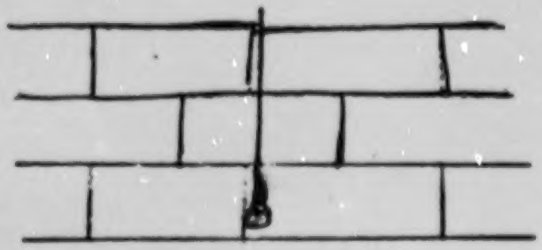


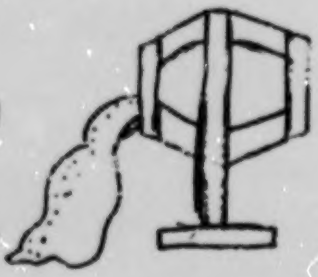
walls are straight up and down. They use cement mixers to mix concrete and mortar.

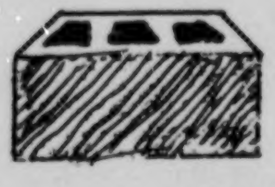
Masons learn their jobs by becoming apprentice masons. Apprentices are workers who are learning their skills They work as helpers for experience workers called journeymen. The journeymen were once apprentices, too. When apprentices become good at masons' work, they become journeymen and can teach new apprentices. Besides the-job training, apprentices go to classes. Apprentice masons learn blueprint reading, measuring, and caring for tools. Apprentices work for three years to become journeymen masons.



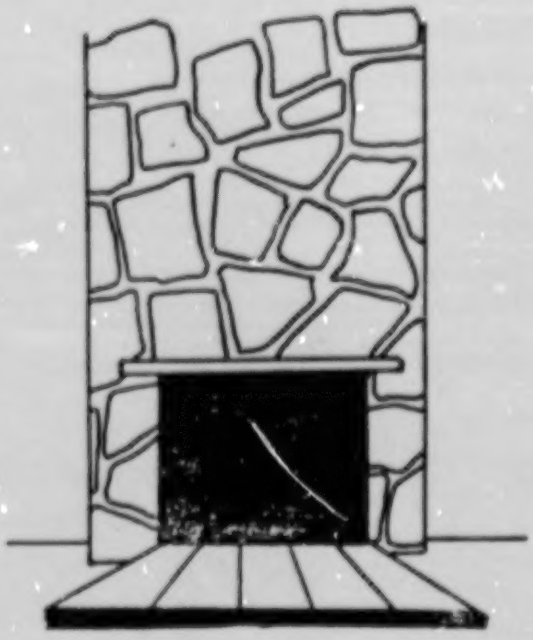


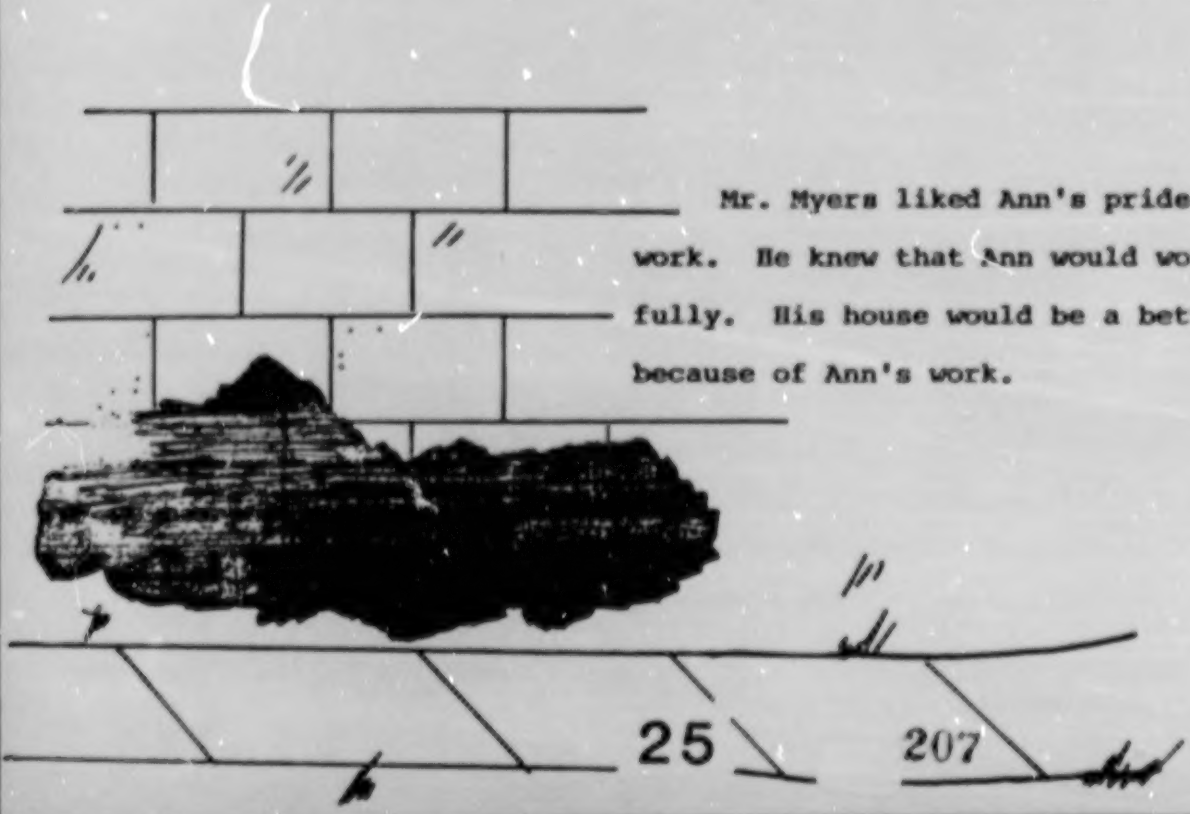
Ann explained that she had worked as a mason in many places. She had just finished work on an office building. Last year she worked on a dam.





"My favorite job is working on homes," Ann explained, "I get to use all of my skills. I'll work as a cement mason on the house footings and the sidewalk. I'll be a bricklayer when I use cement blocks to build the basement walls. I'll be a stonemason when I use fieldstone to build your fireplace. My work is more interesting when I have different jobs to do."





Mr. Myers liked Ann's pride in her work. He knew that Ann would work carefully. His house would be a better home because of Ann's work.

New Words

An apprentice is a person who works for someone else in order to learn about that person's work. An apprentice begins by doing very simple tasks like getting tools, holding parts in place, and carrying materials and supplies. An apprentice goes to classes to learn some skills. Other skills are learned on the job. As an apprentice learns more, he does more difficult jobs. An apprentice may work three, four, or even five years to learn all of the skills he needs to know.

When an apprentice finishes the program, he becomes a journeyman. A journeyman is an experienced worker with all the skills he needs to do his job properly. As a journeyman, a worker will have apprentices to work for him and to learn from him.

Read each sentence below. If the sentence tells about an apprentice, write "A" in the circle near that sentence. If the sentence tells about journeymen, write "J" in the circle.

○ 1. Mike is learning to mix mortar.

○ 2. Sharon teaches blueprint reading at night.

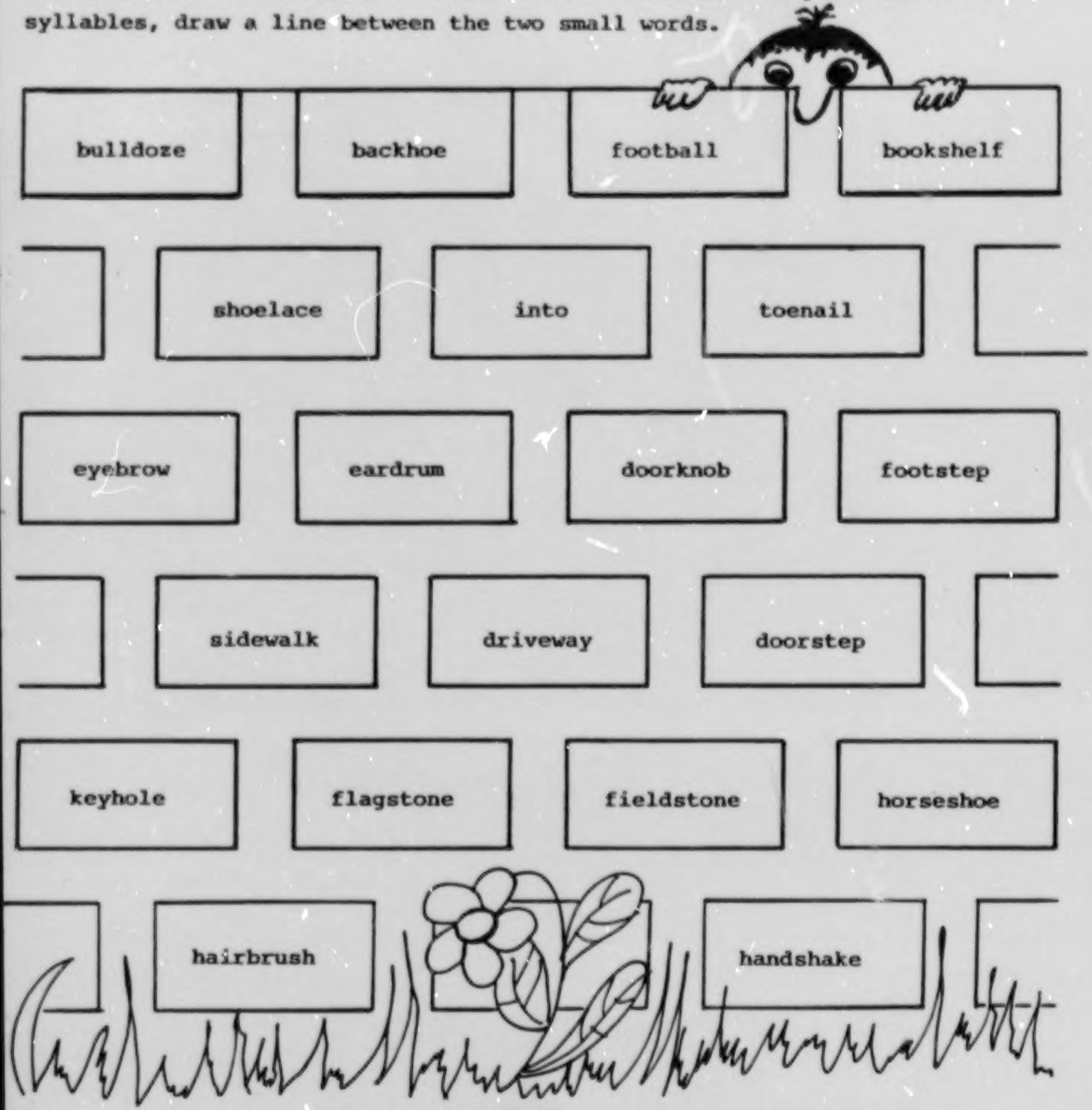
○ 3. Kenneth carried the bags of concrete to the cement mixer.

○ 4. Sue learned how to smooth concrete with a trowel.

○ 5. Ed held up the plumb bob and talked about how to use it.

Syllables

Masons use chisels to divide bricks or stone into smaller pieces. You are going to divide words into smaller pieces called syllables. All of the words written on the brick wall below are compound words. Compound words are made of two or more small words. To divide compound words into syllables, draw a line between the two small words.



bulldoze
backhoe
football
bookshelf
shoelace
into
toenail
eyebrow
eardrum
doorknob
footstep
sidewalk
driveway
doorstep
keyhole
flagstone
fieldstone
horseshoe
hairbrush
handshake

Fantasy / Reality

Read each short story below. Tell whether each story is real or make-believe by marking the correct circle beneath each story.

1. The mason smoothed the wet concrete with a trowel, then left to go home. When he returned to the construction site, there were footprints all over the sidewalk.

○ real
○ make-believe

2. Ann threw the bricks in a huge pile. Then she mixed the mortar and poured it on top of the pile of bricks. She wiggled her nose up and down. Presto! The pile of bricks and mortar became a fireplace!

○ real
○ make-believe

3. The cement truck backed to the very edge of the large hole. As the drum on the back of the truck turned slowly, concrete flowed down the chute. When the truck was empty, the driver drove the truck away.

○ real
○ make-believe

4. Ed built a brick wall around the yard. First, he placed the bricks along the top. He wanted to make sure the wall was the right height. When the top row was finished, he added more rows of bricks, until the wall reached the ground.

○ real
○ make-believe

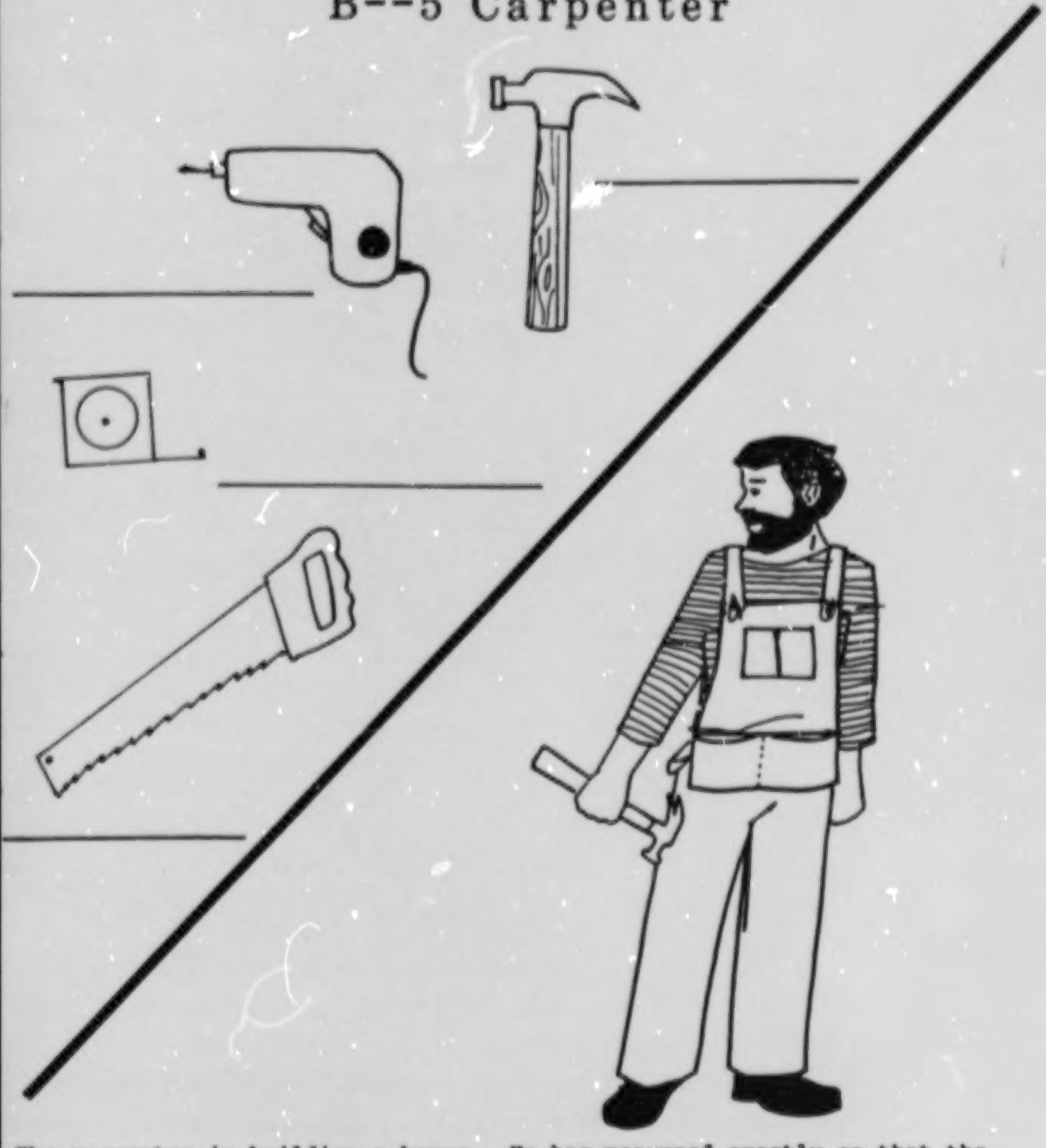
5. Mrs. Myers uses icing like a mason uses mortar. She puts icing between the layers of her cake to hold the layers together. A mason puts mortar between the layers of bricks to hold the bricks together.

○ real
○ make-believe

6. The mason used wet mortar to hold the cinder blocks in place. He was building the basement walls of the house. When the walls were finished, his pet dragon would puff on the walls to dry them.

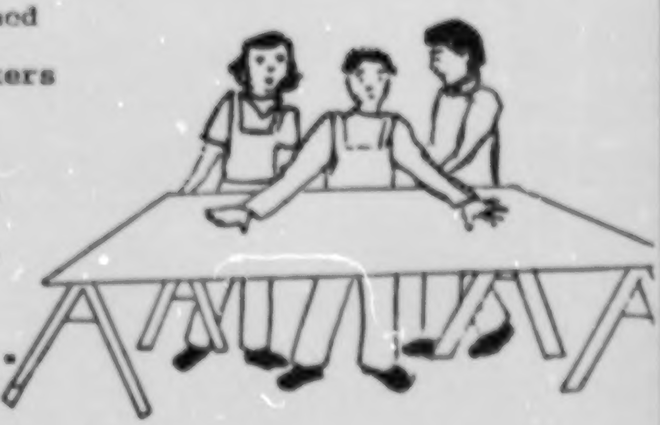
○ real
○ make-believe

B--5 Carpenter



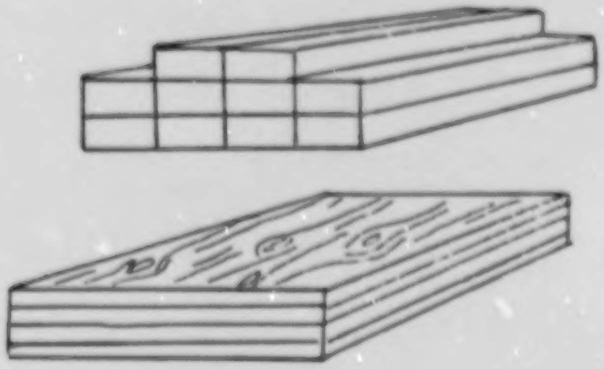
The carpenter is building a house. He has measured exactly so that the boards will fit squarely. He has cut the boards carefully so they are the exact length that he needs.

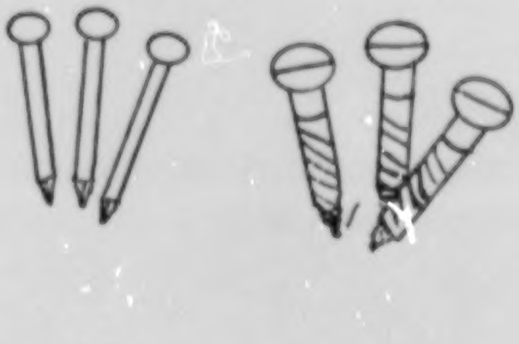
Carpenter



A few days later, Mr. Myers returned to the construction site. Several workers were standing near a makeshift table. They were reading the blueprints of Mr. Myers' house. Lumber was piled nearby.

"These workers must be carpenters," thought Mr. Myers. He walked closer and greeted the carpenters. Mr. Myers listened as the carpenters talked about their work.

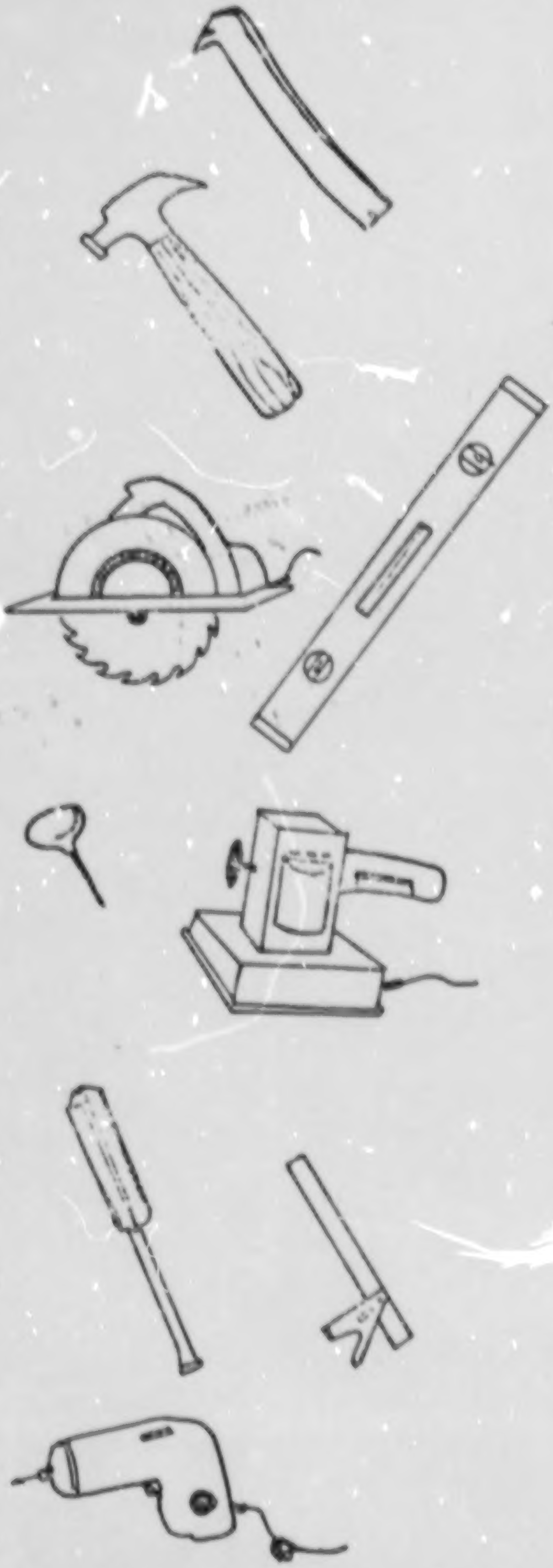




Carpenters work with wood and other materials that are used like wood. They measure, cut, and join pieces of wood, wallboard, and siding. They may use nails, screws, or glue to join the pieces There are three kinds of carpenters' work Rough carpentry is building concrete forms, or laying the sheeting that covers the floors, the roof, and the outside walls of the building. Finish carpentry is more difficult. More skill is needed to hang doors, set in window frames, or build stairs. Most carpenters are good at both rough and finish carpentry. Cabinetmakers are the most highly skilled carpenters. Cabinetmakers need patience when building cupboards, cabinets, or furniture.

Carpenters learn their skills as apprentice carpenters. They begin by learning rough carpentry. Apprentices work as journeymen's helpers. As apprentices' skills improve, they learn to do more difficult work. Apprentice carpenters go to classes to learn about blueprints, construction materials, and tools. It takes apprentices four years to become journeymen carpenters.

Carpenters use many different tools. Some tools need electricity to work. Circular saws, power drills, and sanders are called power tools. They are powered by electricity. Other tools, like hammers and screwdrivers,



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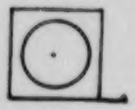
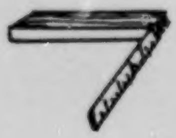
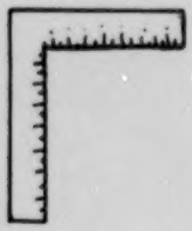
are called hand tools. Hand tools are not powered by electricity. Both hand and power tools can be dangerous to use. Carpenters learn how to use them safely. As apprentices, they learn to care for their tools.







Measuring is a skill that carpenters use every day. They use measuring tapes, carpenters' rules, and steel squares to measure lines and angles. Carpenters measure carefully so that pieces of wood will fit exactly in each place. This helps make the building stronger and more pleasing to look at.

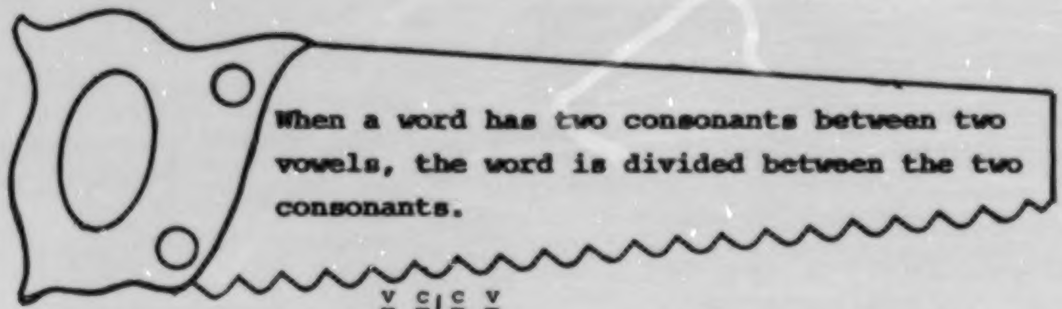
Carpenters can be found at any construction site. They often work outdoors in all kinds of weather. Carpenters may work high in the air building roofs. They may work below ground building concrete forms.

Mr. Myers was surprised that carpenters do so many different jobs. He learned why they are important workers.

Syllables

Carpenters use saws to cut lumber into smaller pieces. We use rules to divide words into smaller pieces called syllables.

VCCV Rule



When a word has two consonants between two vowels, the word is divided between the two consonants.

$\mathrm{l}\overset{V}{\bar{u}}\overset{C}{\bar{m}}|\overset{C}{\bar{b}}\overset{V}{\bar{e}}\mathrm{r}$

Mark the letters in the words below. Write "V" on the lines over the vowels. Write "C" on the lines over the consonants. Draw a line to divide the words into syllables.

$\mathrm{str}\overset{V}{\bar{u}}\overset{C}{\bar{c}}|\overset{C}{\bar{t}}\overset{V}{\bar{u}}\mathrm{re}$

ōf̄f̄īce

cōl̄l̄ēge

pīc̄t̄ūres

pēn̄c̄īl

cōm̄p̄āss

wīn̄d̄ōw

trāc̄t̄ōr

cōr̄r̄ēct

nūm̄b̄ēr

rōl̄l̄ēr

bōt̄t̄ōm

mōr̄t̄ār

hām̄m̄ēr

cār̄p̄ēn̄t̄ēr

bēt̄t̄ēr

cār̄r̄ȳ

cōn̄n̄ēct

cūt̄t̄ēr

plās̄t̄īc

wīn̄t̄ēr

Complete the rule: When a word has two ________________ between ______________ vowels, divide between the ______________.

Nouns and Verbs

Some words can be used as nouns or as verbs. In the sentence "I have five fingers on my hand," the word "hand" is a noun. "Hand" is the name of something. In the sentence "Please hand me a pencil," the word "hand" is a verb. It is an action word.

Read each sentence below. If the underlined word is a noun, write "N" on the line in front of that sentence. If the underlined word is a verb, write "V" on the line.

_____ 1. The carpenter used glue to hold the picture frame together.

_____ 2. Ed will glue the two pieces of wood together at the corners.

_____ 3. Jim will hammer the nail into the wall.

_____ 4. Sharon dropped the hammer on her toe.

_____ 5. The carpenter carefully sharpened his saw.

_____ 6. Howard will saw the board into three pieces.

_____ 7, The plumber measured the bend in the pipe.

_____ 8. The electrician will bend the wires so they fit.

_____ 9. Abe used a screw to hold the switch plate.

_____ 10. Brenda will screw the hook into the wall.

_____ 11. The carpenter will nail the two boards together.

_____ 12. A nail held the picture in place.

Main Idea

On the line above each paragraph write the title which best fits that paragraph. The titles are listed at the bottom of the page.

1. ______________________________

Carpenters work to build structures from wood and other materials that are used like wood. They may build houses, garages, stores, or other structures. Sometimes they work outdoors. Other times they work inside.

2. ______________________________

Carpenters use many skills when they work. They measure carefully and cut materials exactly. Carpenters estimate the amount of materials needed for each job. They read blueprints carefully, so they know what the architect wants. Carpenters use their knowledge of building materials to build sturdy, beautiful buildings.

3. ______________________________

Carpenters use many tools at work. They use hand saws and power saws to cut wood and other materials. Hammers are used to pound nails into wood and to pull nails from wood. A brace and bit or an electric drill is used to make holes in wood.

4. ______________________________

Carpenters can learn their skills by going to a community college, joining an apprentice program, or by working for an experienced carpenter. Community colleges and apprentice programs offer on-the-job training and classes to teach skills like blueprint reading. Learning by working with an experienced carpenter offers only on-the-job training.

Carpenters' Tools

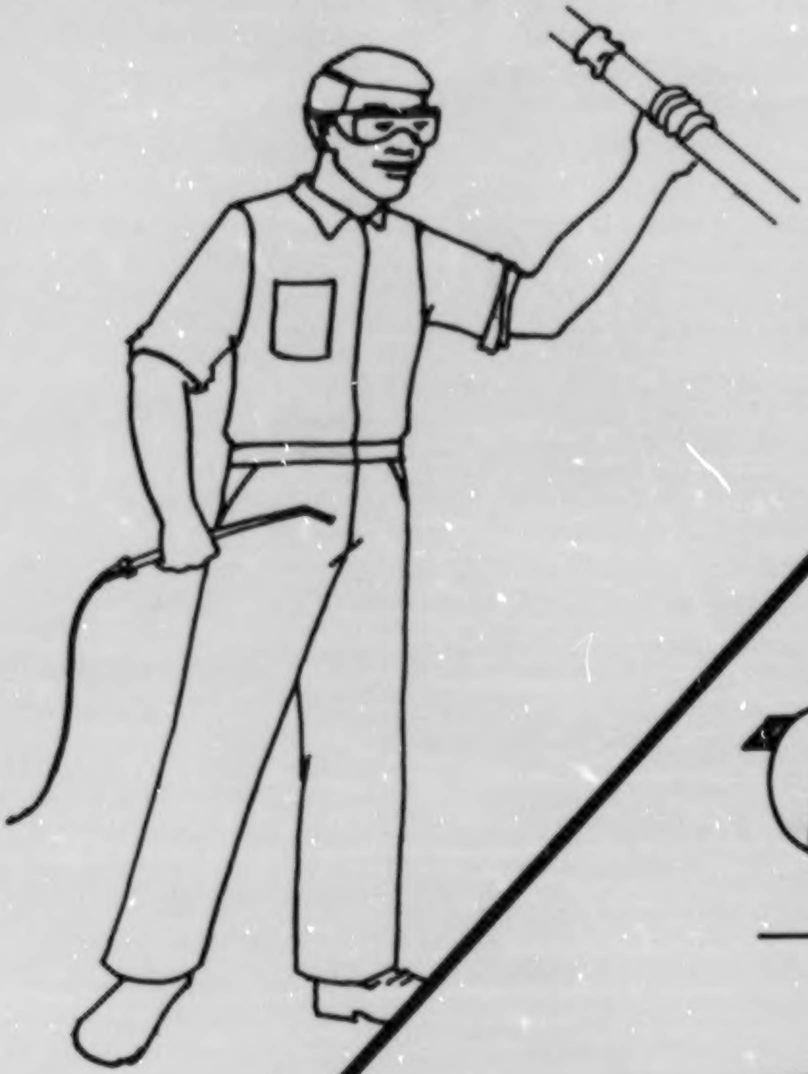
Carpenters' Skills

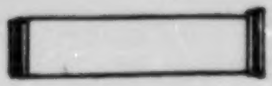
Training to be a Carpenter

What Is A Carpenter?

B--5 Plumber

Plumbers work with metal or plastic pipes that carry water, air, or gases. This plumber is connecting two pipes with an elbow fitting. He welds the fitting in place with a torch.





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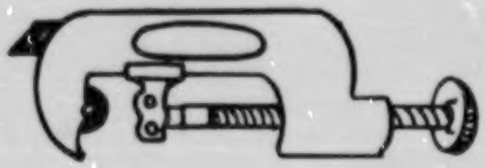

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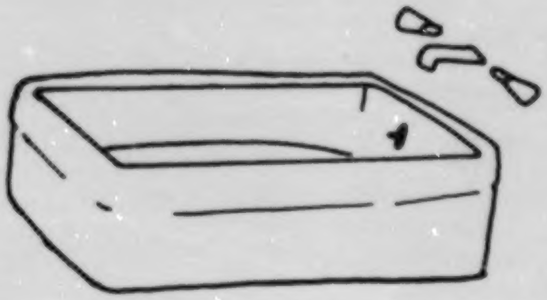

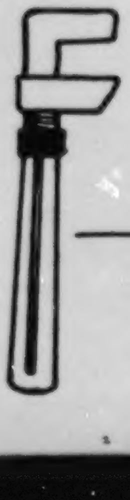

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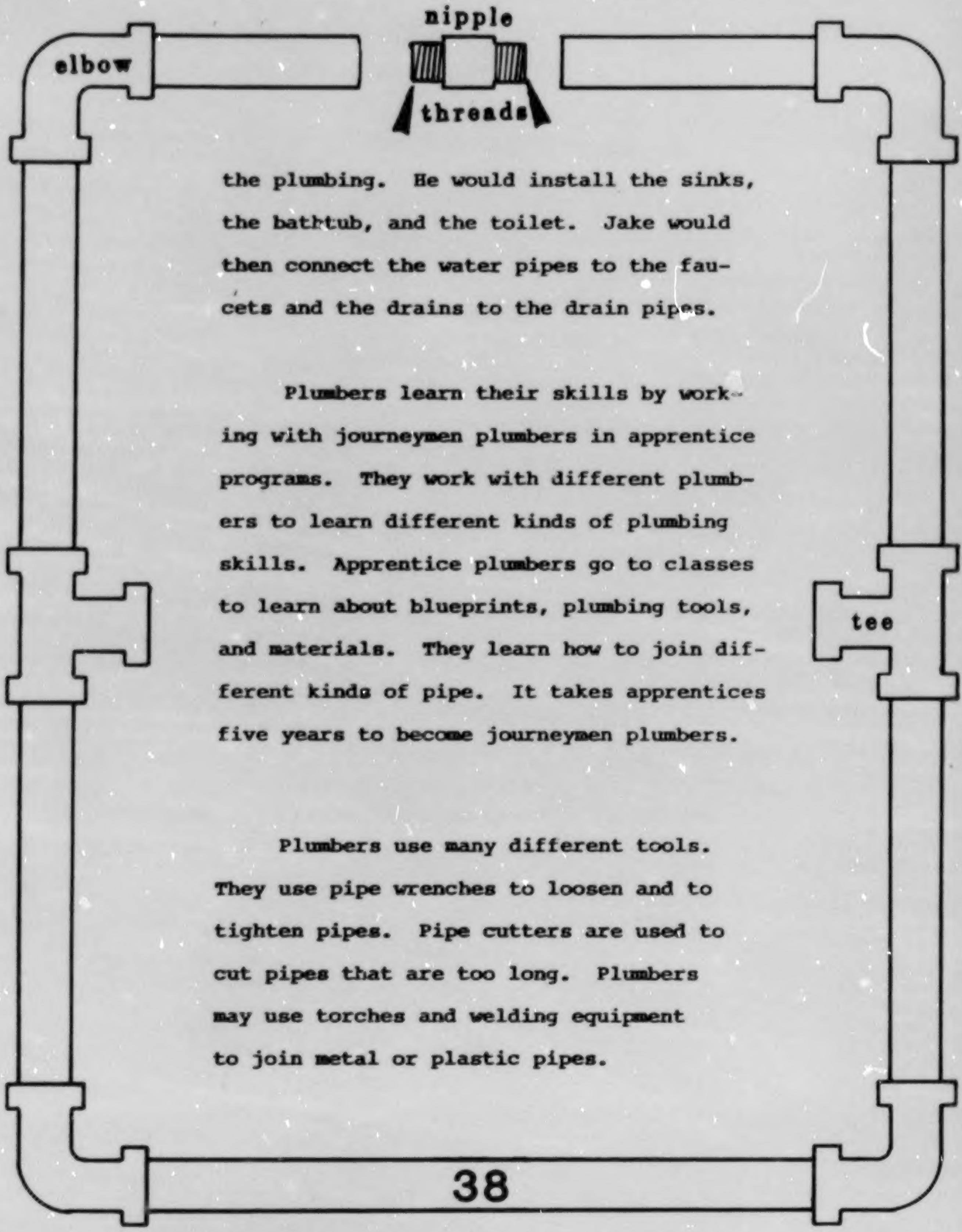
Plumber

One day when he was at the construction site, Mr. Myers met the plumber.

"Good morning, Mr. Myers," said Jake. "Now that the outside of your house is built, I've come to rough in the plumbing.

Jake explained that roughing in means installing the plumbing pipes that lie beneath walls and floors of a finished house. First, Jake read the blueprints. The blueprints showed which rooms needed plumbing and where the pipes should go. Jake installed the pipes that would carry water to the kitchen and the bathroom. Then he installed the pipes that would drain waste water from the house. Jake connected the water heater in the basement to the pipes that would carry hot water to the faucets.

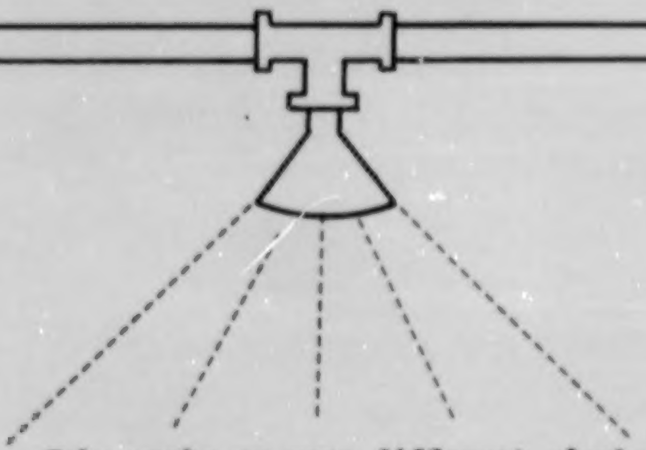
After the inside walls and the floors were built, Jake would come back to finish



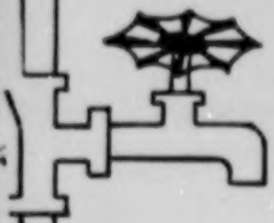
the plumbing. He would install the sinks, the bathtub, and the toilet. Jake would then connect the water pipes to the faucets and the drains to the drain pipes.

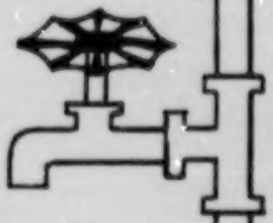
Plumbers learn their skills by working with journeymen plumbers in apprentice programs. They work with different plumbers to learn different kinds of plumbing skills. Apprentice plumbers go to classes to learn about blueprints, plumbing tools, and materials. They learn how to join different kinds of pipe. It takes apprentices five years to become journeymen plumbers.

Plumbers use many different tools. They use pipe wrenches to loosen and to tighten pipes. Pipe cutters are used to cut pipes that are too long. Plumbers may use torches and welding equipment to join metal or plastic pipes.



Jake works on many different plumbing jobs. He works on heaters that use water or steam. Jake also works on air conditioners. Jake doesn't like making repairs on weekends or on holidays, but that's part of his job, too.





Mr. Myers enjoyed talking with Jake. He learned a lot about Jake's job. Mr. Myers was glad that an experienced plumber like Jake was working on his house.

Syllables

Plumbers use pipe cutters to cut metal pipes into shorter pieces. Use the rule below to help you divide words into smaller pieces called syllables.

VCV Rule: When a single consonant falls between two vowels, look at the vowel which comes before the consonant to tell where to divide the word. If the first vowel has a long sound, divide the word between the first vowel and the consonant. If the first vowel has a short sound, divide the word between the consonant and the second vowel.

v̄ c v
to/ken

v̆ c v
pris/on

Mark the letters in each word below. Write "V" on the lines over the vowels and "C" on the lines over the consonants. Then draw a line between the syllables in each word.

v C v
wag/on

v C v
be/gan

_ _ _
over

_ _ _
city

_ _ _
minute

_ _ _
radar

_ _ _
seven

_ _ _
robin

_ _ _
many

_ _ _
pony

_ _ _
lady

_ _ _
mason

_ _ _
river

_ _ _
visit

_ _ _
baby

_ _ _
never

_ _ _
belong

_ _ _
finish

_ _ _
paper

_ _ _
second

_ _ _
behave

Two Meanings

Some words have more than one meaning. For instance, the word "foot" can mean a part of the body, or a length of twelve inches.

The plumbing words listed in the center of your page all have two meanings. In the left-hand column are the plumbing meanings. In the right-hand column are the other meanings for the words. Draw a line from each word to the correct plumbing meaning in the left-hand column. Now draw a line from each word to the other meaning in the right-hand column. If you're not sure of a meaning, check a dictionary.

a plumbing fixture that has faucets and a bowl to hold water

ridges on a pipe that allow fittings to be screwed on like caps

a rounded plumbing fixture that helps pipes go around corners

T-shaped plumbing fitting

a tool used to tighten and loosen plumbing fittings

tool used to cut pipe

elbow

tee

wrench

sink

thread

cutter

the opposite of float

a wooden peg used to hold a golf ball

fine string used in sewing

sleigh that can be pulled by a horse

the arm joint between the wrist and the shoulder

a sudden twist that can hurt your ankle

Scramble

Unscramble the words below to spell things that plumbers use. Write each correctly spelled word on the line beside the scrambled word. Then draw a line from each word to the picture that shows that word.

1. ippe ____________________

2. thorc ____________________

3. eacuft ____________________

4. chrewn ____________________

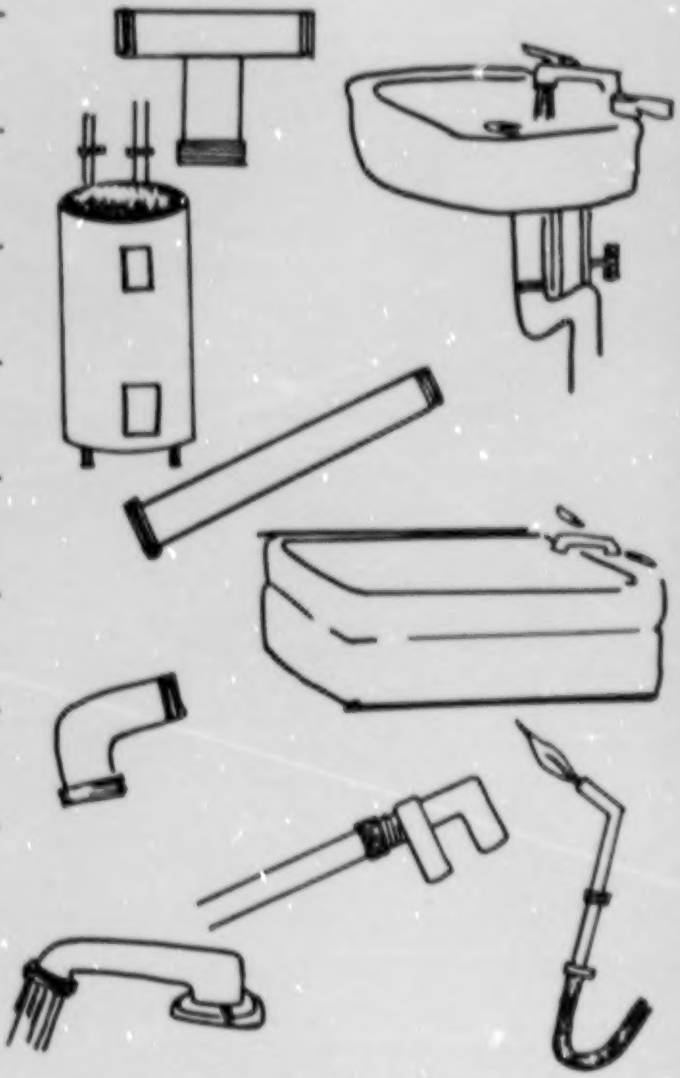
5. twear atheer ____________________

6. thabbut ____________________

7. knis ____________________

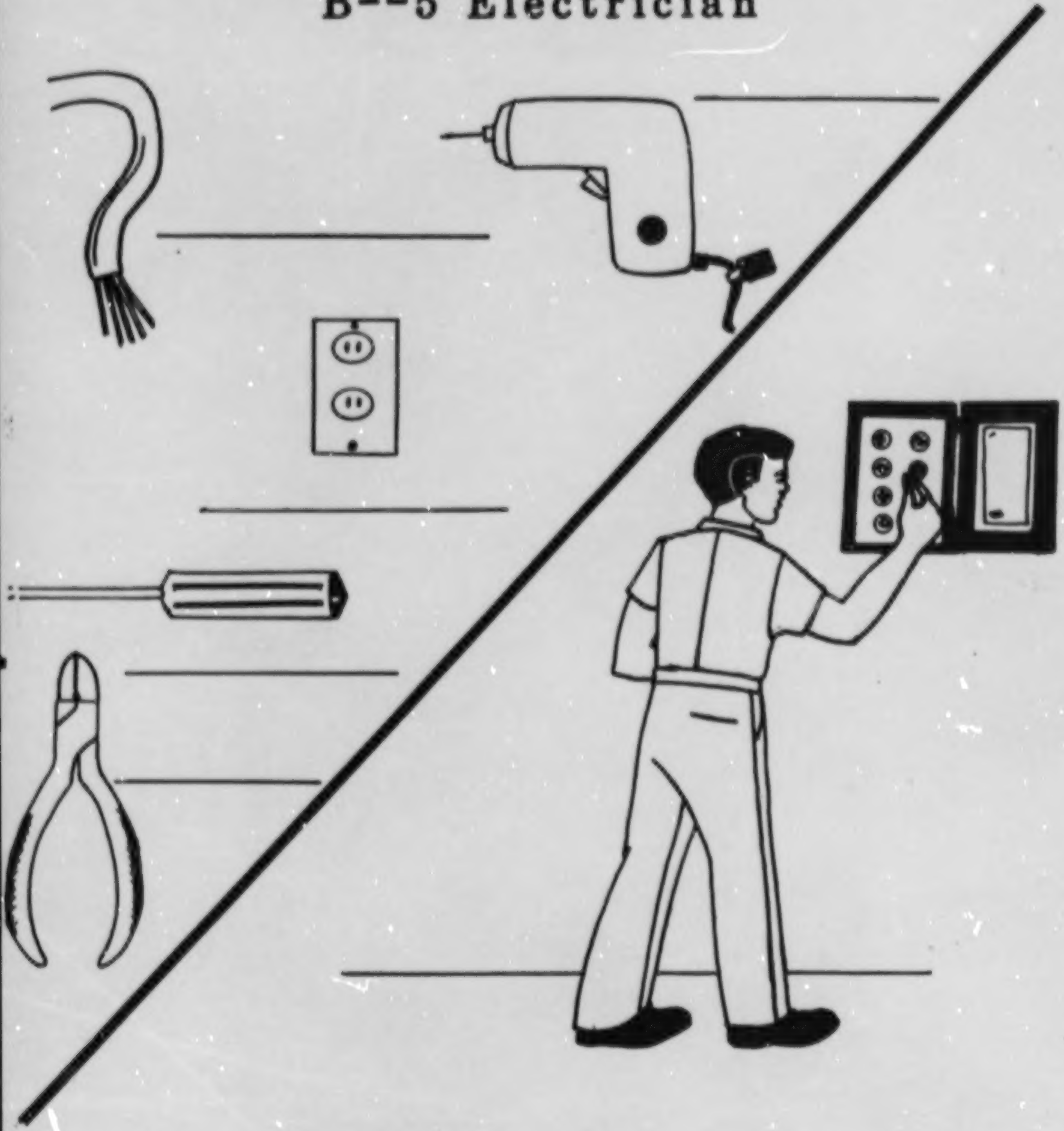
8. lobew ____________________

9. ete ____________________



On a separate sheet of paper write a sentence for each of any five of the words you unscrambled.

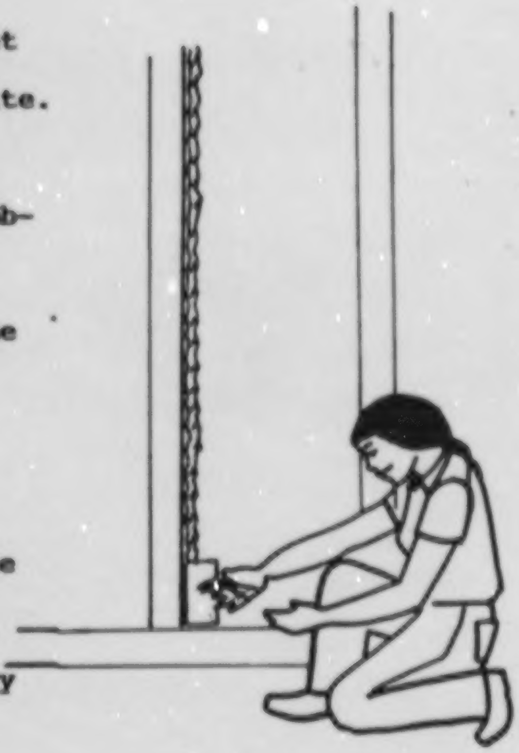
B--5 Electrician



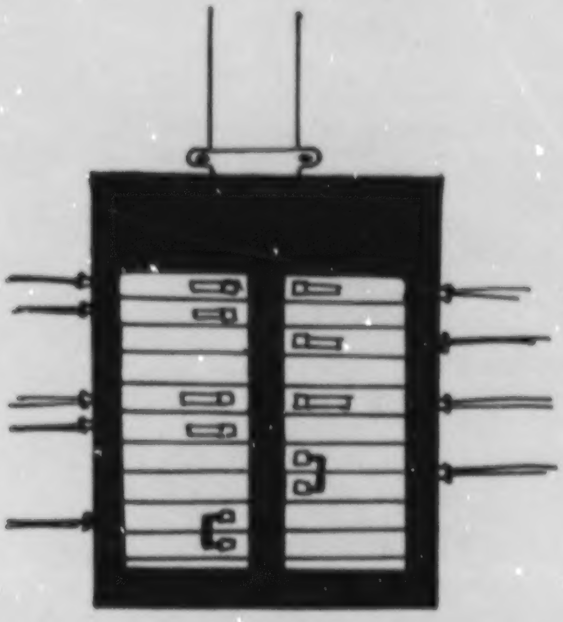
An electrician installs the wiring that will carry electricity through a building. This electrician is putting fuses in the main electrical box which is located in the basement of Mr. Myers' house.

Electrician

Several days later, Mr. Myers met another worker at the construction site. Eve, the electrician was roughing in the electrical wiring. Like the plumber, Eve had to install most of the wiring before the inside walls and the floor were put in.

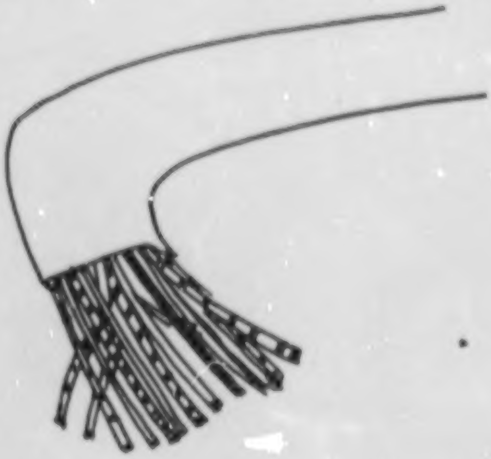


"Often, I work along with the plumber," Eve said. "Our work is alike in some ways. He installs pipes to carry water. I install wires to carry electricity."



Eve used the blueprints to find where outlets, switches, and electrical fixtures would be placed in the house. Eve installed the main electrical box in the basement. All of the electrical switches, outlets, and fixtures were connected to the main box with cable.

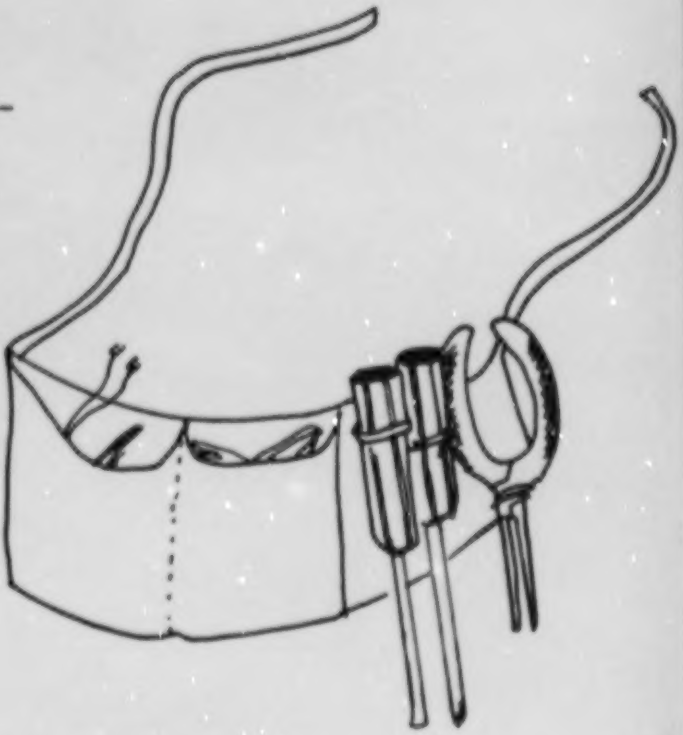
"This cable," Eve explained "holds the wires that will carry the electricity. Each wire is covered with plastic called insulation. This insulation keeps the copper wires from touching. The outside of the cable can be plastic or metal. Today, I'm using plastic coated cable."

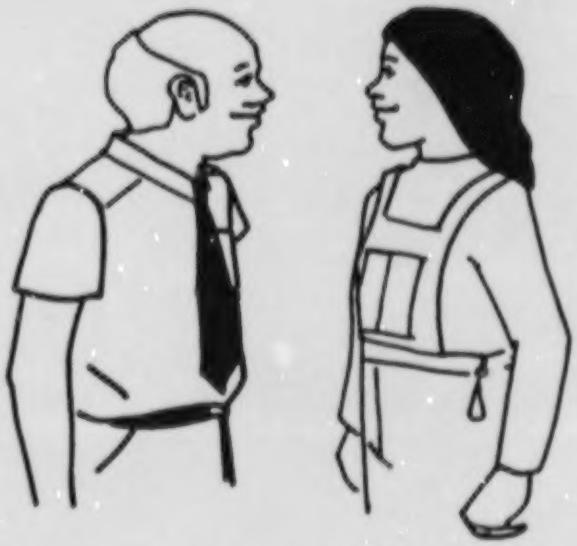


Eve will come back to the construction site when the inside walls and the floors are finished. She will make the final electrical connections to switches and outlets. Eve will also check all of the wiring to make sure that everything works.

"Some electricians begin as apprentices," explained Eve. "I went to a community college. I learned the skills I needed in school. I took classes about reading blueprints, working with electrical materials, and using and caring for tools. Part of our course work was wiring a house that the college was building. I went to school for two years to become an electrician. Some colleges have a one-year course."

Electricians own their own hand tools. They keep tools like screwdrivers, pliers, and wire cutters in a leather tool belt. This belt keeps the tools within reach. Electricians use testing equipment to check the wires they are working with. They often use tools like saws and drills to help them install cable.



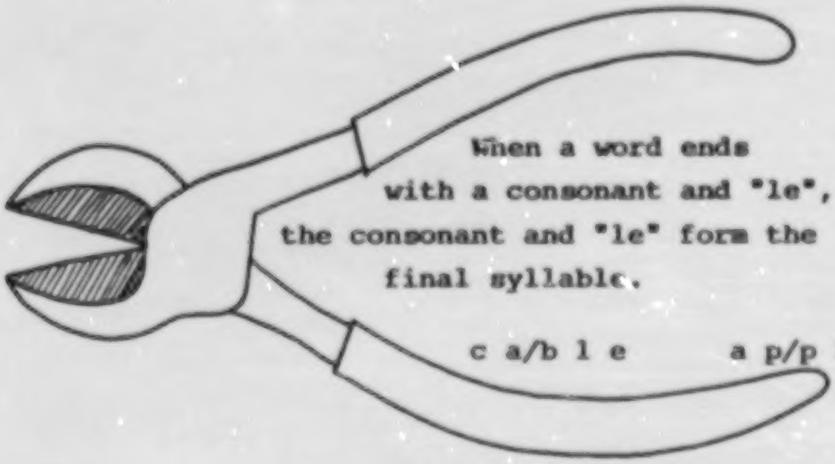


Talking with Eve made Mr. Myers feel good about the electricity that would flow through his house. He knew that Eve was a careful worker who used her skills wisely.

Syllables

Electricians use wire cutters to cut cable into shorter pieces. We use rules to divide words into syllables. This rule will help you divide words that end with "le".

Consonant + le Rule



When a word ends with a consonant and "le", the consonant and "le" form the final syllable.

ca/ble   ap/ple

Draw a line between the syllables of the words below.

ta/ble
angle
circle
little
marble
bundle
snuggle

thimble
simple
people
couple
triple
giggle
trouble

crumble
puzzle
double
wiggle
candle
cradle
bubble

Cause and Effect

Sometimes one action makes something else happen. The action is called the cause. What happens is called the effect. Look at this sentence.

When Martha turned on the switch, the lamp lit up brightly.

"When Martha turned on the switch" is the cause of the lamp's lighting. "The lamp lit up brightly" is the effect of Martha's turning on the switch.

Read each sentence below. Tell whether the underlined part of the sentence is the cause or the effect in that sentence. If the underlined part is the cause, write "C" on the line in front of the sentence. If the underlined part is the effect, write "E" on the line.

_____ 1. Eve carries her tools in a leather belt so they are always close at hand.

_____ 2. The cable parted when Eve squeezed the wire cutters.

_____ 3. Because the wires rubbed together the insulation wore off.

_____ 4. Eve had to install new wires because the insulation wore off.

_____ 5. When Eve pushed the lever on the electrical box, electricity flowed through the wires.

_____ 6. After she plugged the radio into the outlet, it worked well.

_____ 7. Eve went to college for two years to become an electrician.

_____ 8. Eve left her screwdrivers out in the rain and they rusted.

_____ 9. Eve had to clean the screwdrivers because they had rusted.

_____ 10. Sometimes Eve works late because she wants to finish a job.

_____ 11. Since there was no electricity in the house, Eve used a brace and bit to drill the hole.

Words

See how many smaller words you can make from the letters found in the word electricians.

ELECTRICIANS

Construction Review

Finally, Mr. Myers and his family moved into their new house. They enjoyed living in a house where everything was new and fresh. They often talked about all of the workers who had made their home such a nice place to live.

The Myers family made up this activity to quiz themselves about the workers. Read the sentences and follow the directions to complete the chart on the next page.

If an architect prepares the plans for buildings, fill in the #1 spaces.

If an architect thaws frozen pipes, fill in the #2 spaces.

If an architect repairs equipment, fill in the #3 spaces.

If a carpenter builds stairs, fill in the #4 spaces.

If a carpenter reads blueprints, fill in the #5 spaces.

If a plumber usually works in an office, fill in the #6 spaces.

If a plumber fixes pipes, fill in the #7 spaces.

If a plumber mixes concrete, fill in the #8 spaces.

If an electrician installs sinks, fill in the #9 spaces.

If a heavy equipment operator draws blueprints, fill in the #10 spaces.

If an electrician installs wiring, fill in the #11 spaces.

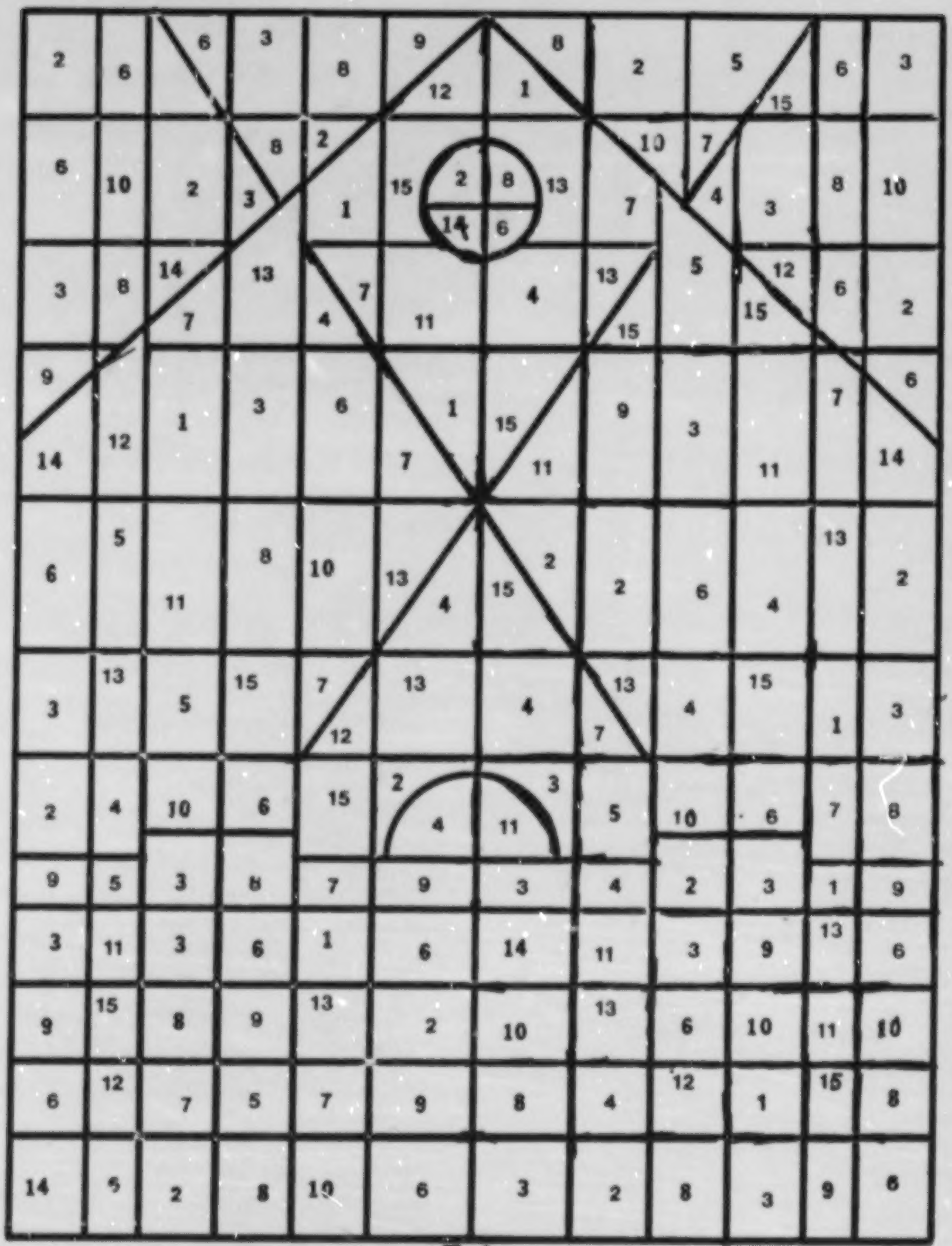
If a mason builds walls, fill in the #12 spaces.

If a mason mixes concrete and mortar, fill in the #13 spaces.

If a mason installs furnaces, fill in the #14 spaces.

If a heavy equipment operator drives a bulldozer, fill in the #15 spaces.

On a separate sheet of paper, write a short paragraph about the chart on the following page.


2 6 6 3 8 9 12 1 8 2 5 15 6 3
6 10 2 8 3 2 1 15 2 8 14 6 13 10 7 7 4 3 8 10
3 8 14 7 13 7 4 11 4 13 15 5 12 15 6 2
9 14 12 1 3 6 1 7 15 11 9 3 11 7 6 14
6 5 11 8 10 13 4 15 2 2 6 4 13 2
3 13 5 15 7 12 13 4 13 7 4 15 1 3
2 4 10 6 15 2 4 11 3 5 10 6 7 8
9 5 3 8 7 9 3 4 2 3 1 9
3 11 3 6 1 6 14 11 3 9 13 6
9 15 8 9 13 2 10 13 6 10 11 10
6 12 7 5 7 9 8 4 12 1 15 8
14 5 2 8 10 6 3 2 8 3 9 6

Thirty (30) construction words are hidden in the word puzzle on page 53. See how many words you can find before you look at the word list on page 54. All of the hidden words are written in the puzzle from left to right and from top to bottom. Six words are names of construction workers. Twenty-four words are construction tools and equipment.

After you have found all thirty words, use them to fill in the blanks below. Write the name of each construction worker on one of the broken lines. On the solid lines beneath each worker's name, write the names of four tools that worker uses. Use only the words you found in the puzzle.

1. - - - - - - - - - - - - - - - - - -

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2. - - - - - - - - - - - - - - - - - -

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3. - - - - - - - - - - - - - - - - - -

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____

____

4. - - - - - - - - - - - - - - - - - -

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5. - - - - - - - - - - - - - - - - - -

____

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____

____

6. - - - - - - - - - - - - - - - - - -

____

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____

____

Construction Word Find

D R A F T I N G T A B L E A F
E P I P E B E L B O W A B R H
L B D B L U E P R I N T C C N
E U E P E N C I L W O O D H O
C L C O N C R E T E T E E I J
T L B R I C K G C R A N E T C
R D S C R E W D R I V E R E A
I O G C H T T S F C I N P C R
C Z R A A O R W U O B A R T P
I E A B M R O I S M A I K M E
A R D L M C W T E P C L M O N
N Q E E E H E C L A K W A R T
Y M R U R W L H S S H I S T E
O P E R A T O R V S O R O A R
Z P L U M B E R X T E E N R A

architect
backhoe
blueprint
brick
bulldozer
cable
carpenter
compass
concrete
crane
drafting table
elbow
electrician
fuse
grader
hammer
mason
mortar
nail
operator
pencil
pipe
plumber
screwdriver
switch
tee
torch
trowel
wire
wood

* * *

Write a paragraph about your favorite worker from the construction cluster.

Introduction to Communication

Workers in the Communication and Media Cluster work to move facts, thoughts, and ideas from one place to another. To communicate means to send facts, thoughts, or ideas to someone else. In order for you to communicate, someone else must receive, or get, the facts, thoughts or ideas that you send.

The easiest way to communicate is to talk. We talk to people who are near us. To talk to someone far away, we use the telephone. Another way to communicate with someone who is far away is to write a letter. In letters, we use written words to communicate our facts, thoughts, or feelings.

Books, newspapers and magazines use written words and pictures to communicate with many people. Another way to communicate facts, thoughts or ideas to a lot of people is a live performance. Plays, lectures, and circuses are live performances. Radio and television are other ways to communicate with many people.

The different things people use to communicate are called media. Books, magazines, movies, radio, and television are all media. We use these media, and many others in our daily communication with others.

Communicate

To communicate is to send facts, thoughts or feelings to someone else. People communicate with spoken words when they talk to others face to face, over the telephone or in movies, television and radio shows. People communicate with written words by writing letters, stories, articles, and poems in books, magazines and newspapers. Posters, labels, signs, and billboards are other ways of communicating with written words.

Sometimes people communicate without spoken or written words. Pictures can communicate facts, thoughts, or feelings. Sirens and other alarms communicate with sound, but not with words. Gestures, or body movements, can be used to communicate feelings.

Read the groups of words below. Draw a circle around the groups of words that describe ways to communicate.

sending a telegram
dusting the telephone
writing on the chalkboard
closing a book
smiling at a friend
shrugging your shoulders
jumping rope

mailing a card
washing your hands
drawing a picture
raising your hand
calling your home
baking a cake
ringing a doorbell

Media

Media is a word we use when we talk about the things with which people communicate. Television and radio are media that are used to communicate facts, thoughts, and feelings. Newspapers and magazines are also communication media.

Draw a circle around the words below which are kinds of communication media.

televisions
cars
newspapers
magazines
corners
billboards
labels

books
advertisements
desks
posters
movies
poems
shoes

filmstrips
tape recordings
radios
staplers
records
ladders
instructions

Marcia Krantz, Reporter

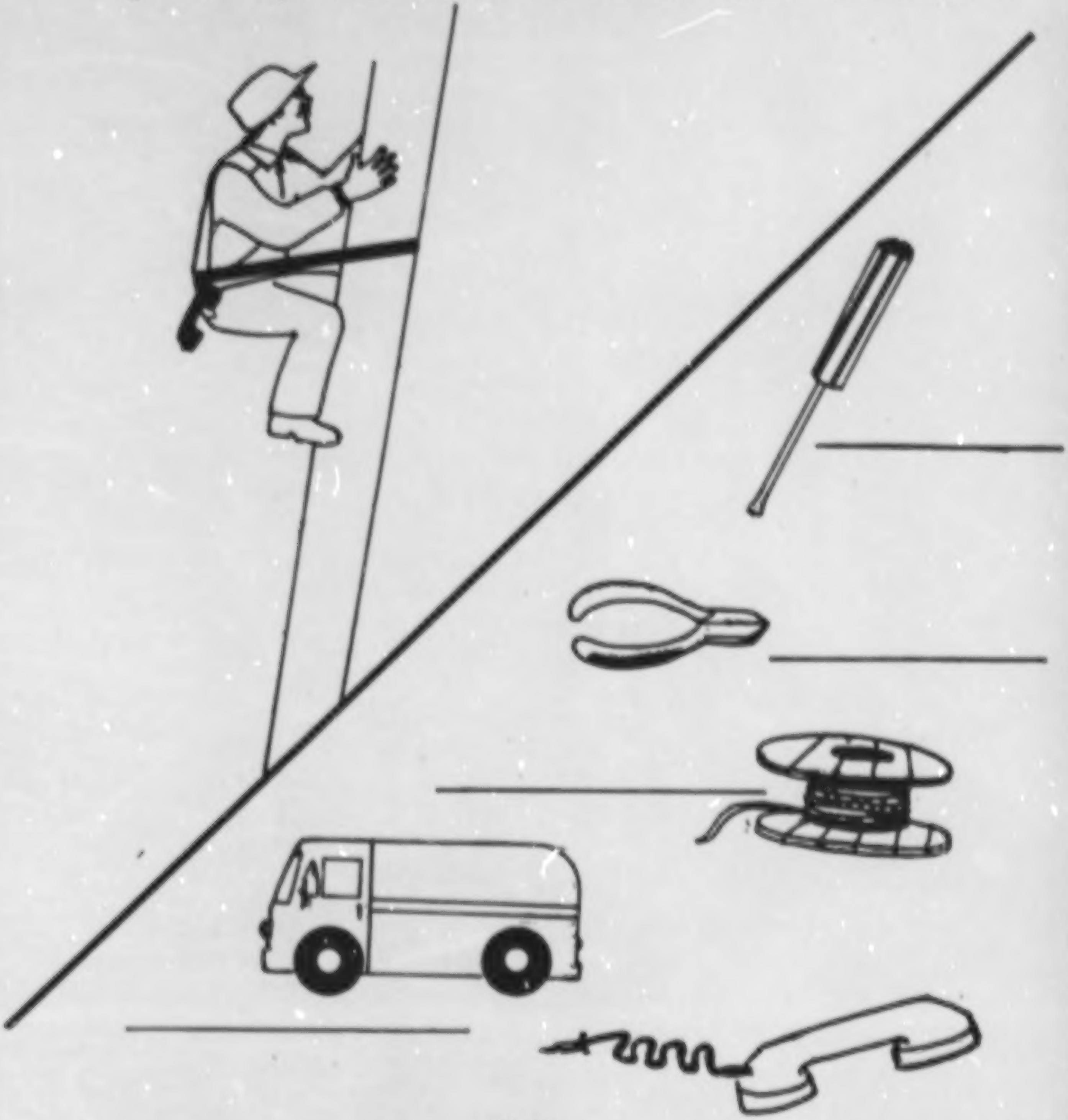
Marcia Krantz wants a career in the Communication and Media Cluster. To find out more about jobs in the Communication and Media Cluster, Marcia got a job as a reporter on her high school newspaper. Although Marcia would not get paid, she felt the experience would be good for her.

Marcia's first job was to do a weekly newspaper article about careers and workers. Guess which career cluster Marcia began first. That's right! Communication and Media.

As you read each of Marcia's articles, ask yourself if this is the type of work you'd like to do.

B-5 Telephone Lineworker

Telephone lineworkers work high in the air on telephone poles. They connect the wires that carry telephone communications.



TELEPHONE LINEWORKERS HAVE HIGH TIMES

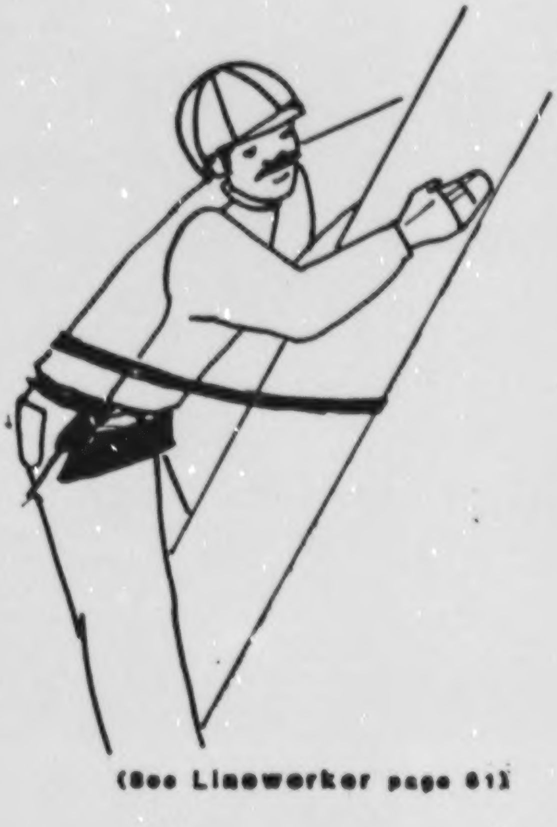
By Marcia Krantz

Louis Gomez is a telephone lineworker. Because of workers like Louis, people can use telephones to communicate over long distances. Information is moved through telephone wires, so it's important that the wires are in good repair.

To repair telephone lines, Louis climbs to the tops of telephone poles. "It's important for a lineworker to feel comfortable in high places," explained Louis. "Often lineworkers need both hands to work on wires. We wear special belts which hold us in place on the poles. When storms cause lines to break, lineworkers go out to fix them. We sometimes work atop poles in high winds, rain, or snow."

Louis also connects new houses to telephone lines. He works with a crew to set up poles which will hold the lines. An auger, which works like a drill, makes a hole where the telephone pole will stand. A machine places the heavy pole in the hole. When the pole is set, Louis climbs it to connect the wires. Sometimes he works in a utility bucket hooked to the back of the truck. The bucket lifts him from the truck to the top of the pole. Working in a utility bucket is a safer way to work.

Louis learned to be a lineworker in a training program run by the telephone company. He had taken some shop courses in high school. Louis also had taken courses in operating heavy equipment at vocational school. These experiences helped him learn the skills he needed to be a lineworker.



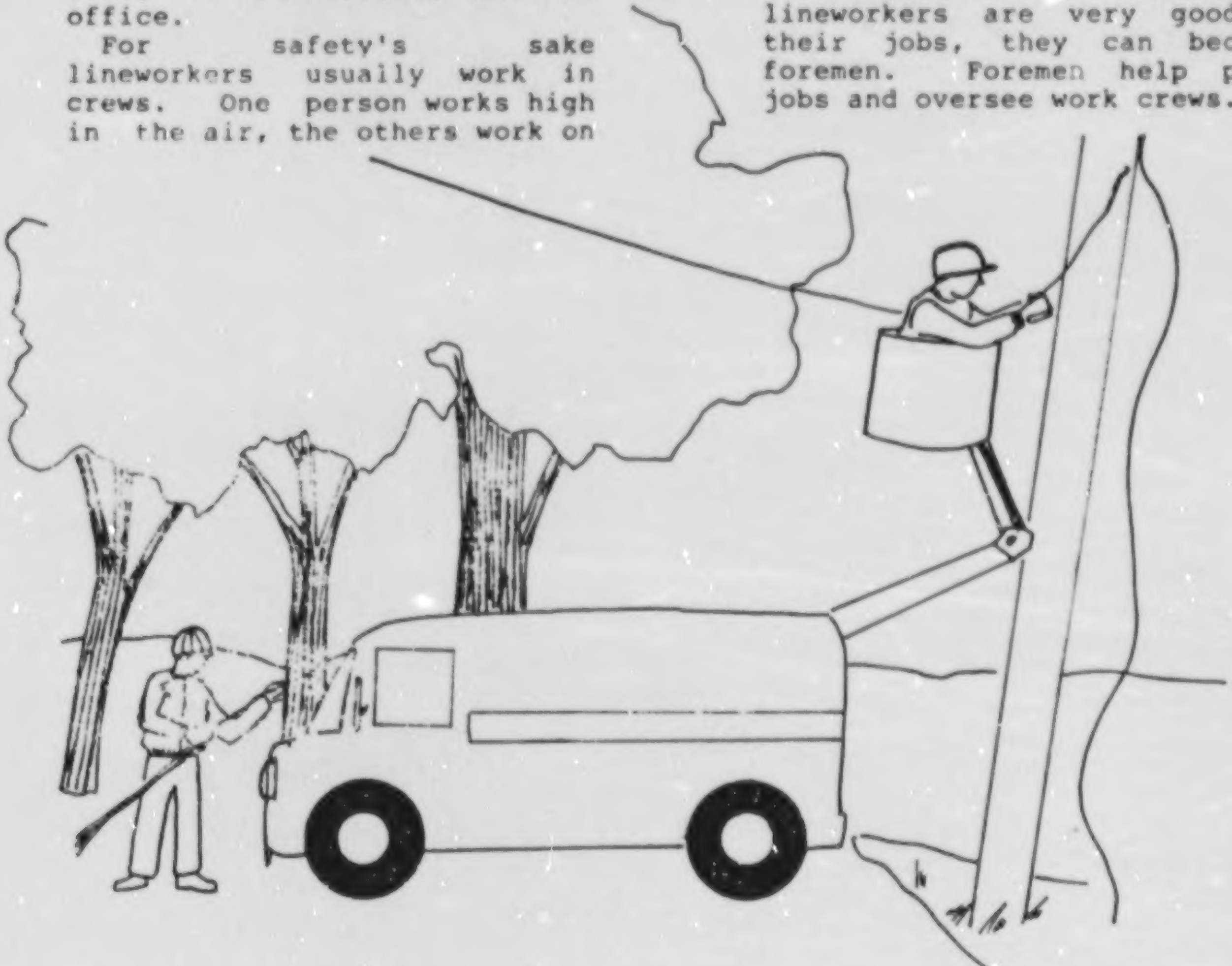
(See Lineworker page 61)

LINEWORKER

Louis uses many of the same tools used by electricians because, like electricians, Louis works with wires. He uses wire cutters to cut wires and cables. Pliers are used to hold wires in place while connections are made. Louis also uses common tools like screwdrivers and hammers. He uses a jack phone, which can be connected to any telephone line, to communicate with his office.

For safety's sake lineworkers usually work in crews. One person works high in the air, the others work on the ground. Someone on the ground hands tools and materials to the worker on the pole. Lineworkers wear hard hats, steel-toed boots and heavy gloves to protect themselves.

Lineworkers sometimes work in small places beneath the ground to connect underground cables. Some crews work on barges, or flat boats, to work on underwater cables. When lineworkers are very good at their jobs, they can become foremen. Foremen help plan jobs and oversee work crews.



Suffix "er"

Lineworkers connect wires to help telephone communications. We are going to connect word parts to communicate with words.

A suffix is a syllable added to the end of a word to change the meaning of the word. The suffix "er," when added to the end of a word, means "a person who or a thing that does something."

work + er = worker = a person who works
hold + er = holder = a thing that holds something else

Look at the words below. Draw a line around each word which means "a person who" or "a thing that."

lineworker
deer
climber
lifter
higher
speaker
flatter

flavor
listener
driver
anger
announcer
after
photographer

talker
buyer
seller
answer
never
sweeper
finger

* * *

In the word "worker," "work" is the root word and "er" is the suffix. In each word below, draw a line under the root word and draw a circle around the suffix.

worker
cleaner
lineworker
boater
performer

photographer
talker
listener
seller
buyer

recorder
speaker
sportscaster
holder
climber

reporter
helper
walker
reader
fastener

Adding Suffix "er"

There are special ways to connect words, just as there are special ways to connect telephone wires.

When we add a suffix to a word which ends with final e, we drop the e before adding the suffix.

announc~~e~~ + er = announcer

Add the "er" suffix to the words below. Write the new words on the lines beside the root words.

announc~~e~~ announcer

dance ________

juggle ________

handle ________

write ________

bake ________

bicycle ________

outside ________

move ________

give ________

* *

When we add a suffix to a word that ends with a single vowel followed by a single consonant, we repeat the consonant before adding the suffix

cut + er = cutter

Add the "er" suffix to the following words. Write the new words on the lines beside the root words.

cut ________

strip ________

can ________

knit ________

nap ________

pet ________

pot ________

quit ________

run ________

sit ________

Logical Validity

Read each paragraph. Draw a line through the sentence which does not belong in each paragraph.

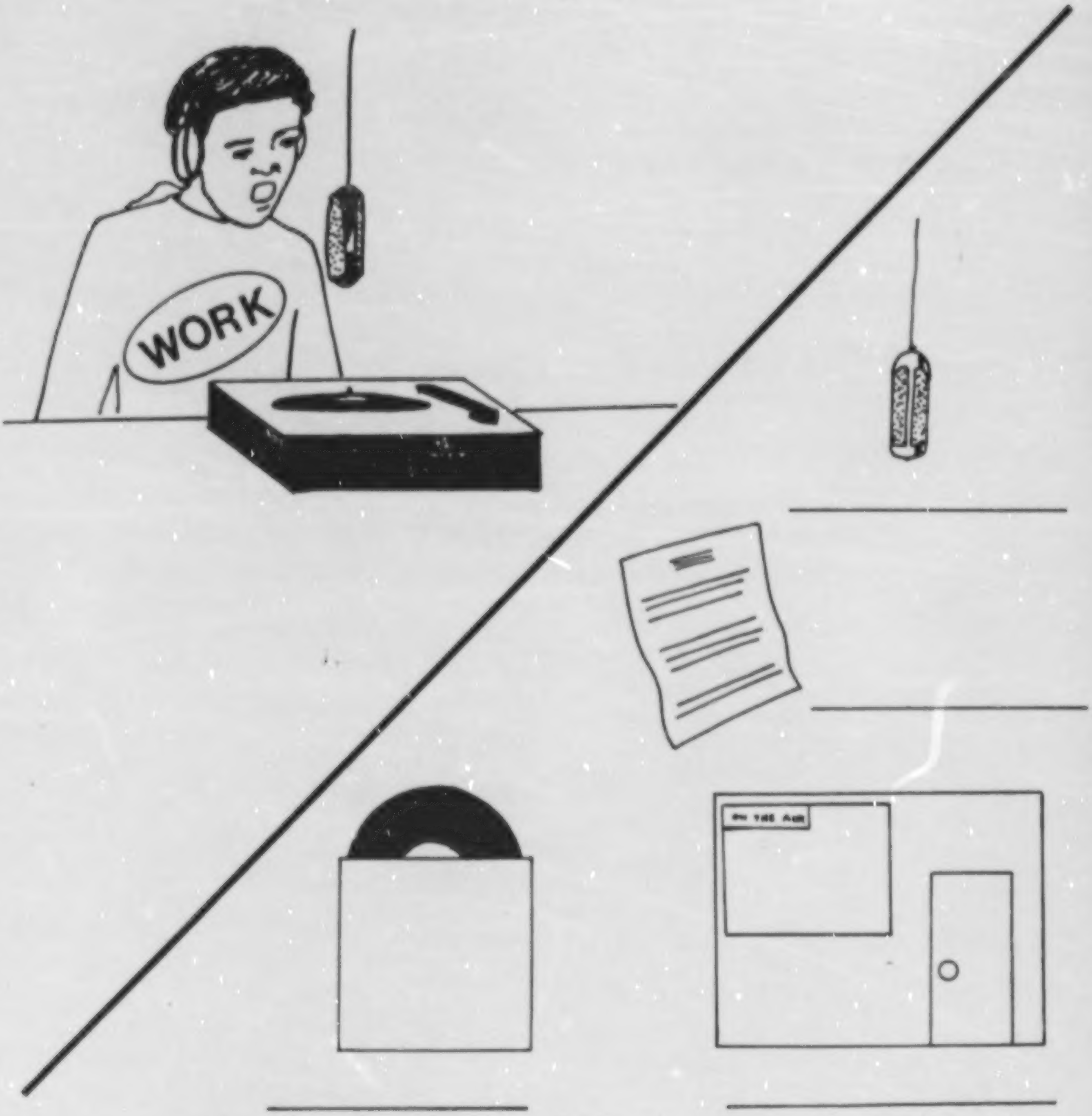
Louis Gomez is a telephone lineworker. His job is to keep the telephone lines connected and in good repair. When a storm or an accident breaks telephone wires, Louis works with a crew of men to fix the lines. Louis' son, Tony, has a toy telephone. Sometimes Louis must work in bad weather to repair the telephone lines.

Louis was trained by the telephone company. They taught him the skills he needed to be a lineworker. The telephone company chose Louis because he had taken shop courses in high school. Louis had also taken some courses in electricity at vocational school. One year, Louis took a homemaking course. The company knew that Louis would learn quickly because of the courses he had already taken.

Louis works to install new telephone poles and lines. An auger is used to drill the holes for the new poles. When the pole is set into the ground, Louis climbs the pole to connect the lines. Sometimes Louis uses a utility bucket when he works high on the pole. Once Louis rode in an airplane.

Louis likes his job most of the time. He also likes to water ski. He enjoys working outdoors in good weather. Louis really doesn't mind the bad weather too much. The hardest part of Louis' job is being called on in the night, on weekends, and holidays for emergency repairs.

B-5 Announcer



This announcer is called a disc jockey. He plays records at radio station WORK. He also reads commercials for companies that advertise on WORK.

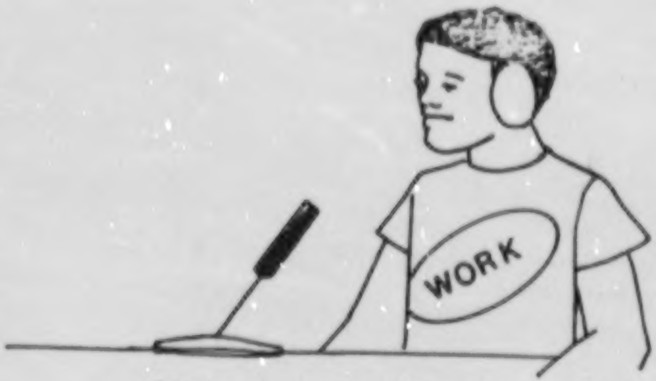
ANNOUNCERS

By Marcia Krantz

Radio and television announcers work in radio and television studios. They use special equipment and skills to communicate with their audiences. Because of the different jobs that need to be done, there are different kinds of announcers.

Phil Newton is a disc jockey at WORK radio station. He plays music for radio listeners. Phil decides which records or tapes he can play in the time his show is "on the air." Between records or tapes, Phil reads the commercials for companies that advertise on station WORK. Phil also "chats" with his audience between musical pieces. He may talk to his audience about the record he's played, the group or singer who performed the music, or about something interesting that's going on in his community.

Phil works in a sound-proof booth that has all the equipment he needs to broadcast his show. He uses a turntable to play records, a tape player to play tape recorded music and commercials. Phil talks into a microphone, to broadcast his voice over the radio. Phil has to sound cheerful and interested, no matter how he feels inside. Part of his job is to keep his audience interested and listening to his show. Phil says that taking breaks and moving around help him to communicate in a friendly way. He can do this when someone else is giving the news or the weather report.



Newscasters are announcers who broadcast the news reports. They read news items from scripts. Sometimes newscasters write scripts, and sometimes scripts are written for them.

Sportscasters are announcers who read news items about sports. They keep their audiences informed about scores, sports players, and what sports events are going on. Sometimes sportscasters work at a sports event, like a baseball or a football game, to describe what is happening. Sports fans can then hear what is happening without being at the sports event.

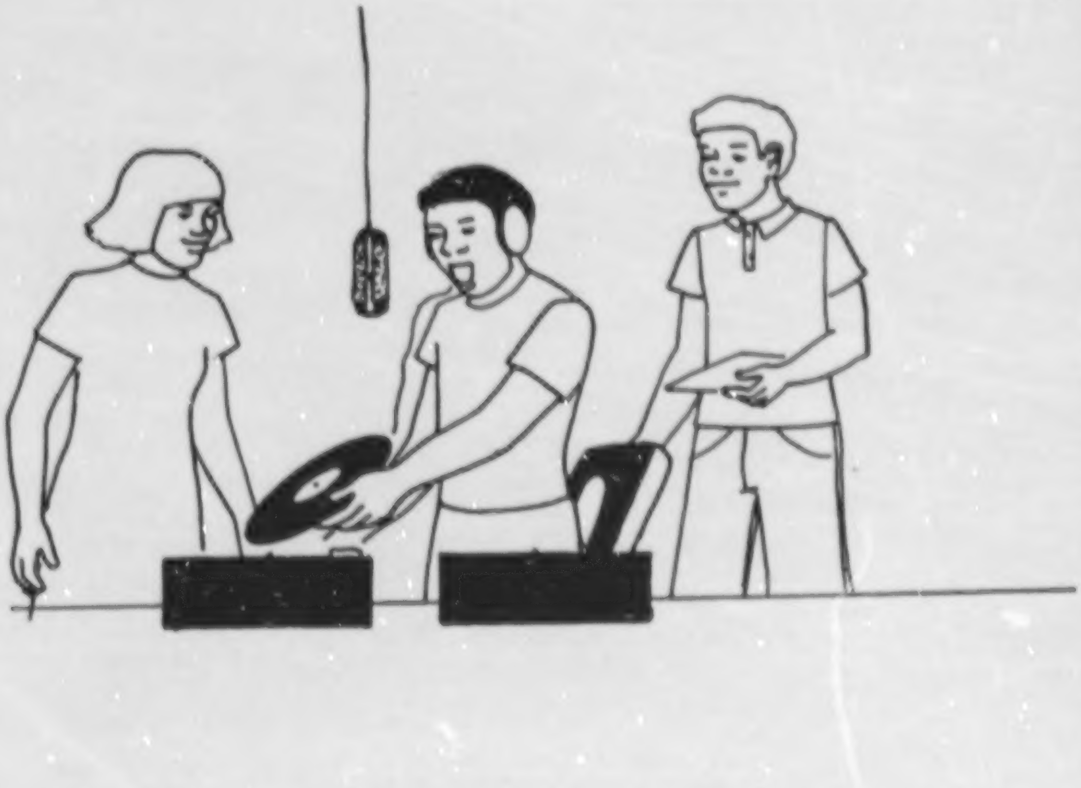
(See ANNOUNCER page 67)

ANNOUNCER

When announcers work at television stations, they do the same kinds of jobs that radio announcers do. They read news and sports reports, and commercials; they talk with famous people, and introduce television shows. However, television announcers are actually seen by their audience. It is important that they dress nicely and have a good appearance. All announcers must be able to speak clearly, work within a time frame, and stay calm no matter what happens in the studio.

Announcers learn their skills in public broadcasting schools. On-the-job training teaches them special requirements of their radio and television stations. Most stations like to hire college graduates with courses or experience in public speaking, drama, sports, or music.

Announcers sometimes become famous in their towns. They are often asked to attend parties, dinners, or other public gatherings. If you are a friendly person who likes to communicate with others, maybe announcing is a job you would like.



Prefixes "pre" and "re"

Prefixes are syllables that are added to the beginnings of words to change their meanings. "Pre" is a prefix that means "before;" "re" is a prefix that means again.

pre + heat = preheat = heat before using
re + tell = retell = tell again

Draw a line around each word below which has a "re" or "pre" prefix.

prefix
rerecord
press
replay
rear

prerecord
print
retape
pregame
rent

reintroduce
rearrange
person
rest
prearrange

rewrite
real
prince
pressed
ready

Each of the words below is made from a root word and a prefix. Underline the root word in each word. Then write the meaning of each word on the line beside it. The first word has been done for you.

preheat heat before
rerecord ______________________
replay ______________________
prerecord ______________________
retape ______________________

pregame ______________________
reintroduce ______________________
rearrange ______________________
prearrange ______________________
rewrite ______________________

Prefixes "pre" and "re"

Write a word with the prefix "pre" or "re" on the blank in each sentence. The meanings, written below the blanks, will give you a clue to the correct word.

1. The audience loved the new record, so the disc jockey ____________________ it.
(played again)

2. The newscaster didn't like his script, so he ____________________ it.
(wrote again)

3. Sharon will give the weather report at a ____________________ time.
(arranged beforehand)

4. The disc jockey will ____________________ his guest after the next commercial.
(introduce again)

5. Mr. Carson's first guest is late, so he will ____________________ the order of his show.
(arrange again)

6. The sportscaster finished his ____________________ show just as the baseball players ran onto the field.
(before the game)

7. The announcer made a mistake, so he ____________________ the commercial.
(taped again)

8. Before the show went on the air, all of the commercials were ____________________.
(recorded before)

9. The film had been lost, so the whole show had to be ____________________.
(recorded again)

10. Some of the performers could not be at the studio at air time, so their parts were ____________________.
(recorded beforehand)

Classifying Announcer

The sentences below are about radio and television announcers. On the line in front of each sentence, identify which announcer the sentence tells about. Write "D.J." if the sentence talks about a disc jockey, "N" for newscaster, and "S" for sportscaster. If the sentence could be talking about all kinds of announcers, write "A" on the line.

_____ 1. Phil plays records and taped music at a radio station.

_____ 2. Howard started the pregame show at Springfield Sports Arena.

_____ 3. Cindy read the commercial for Springfield Bank & Trust.

_____ 4. Fred stood beside the river and talked about the flood.

_____ 5. This worker uses a turntable.

_____ 6. Susan tries to speak clearly into the microphone.

_____ 7. Between records, Dave talked about music.

_____ 8. He talked with the high school basketball coach when the game was over.

_____ 9. Marcia did a special report on crime in Springfield.

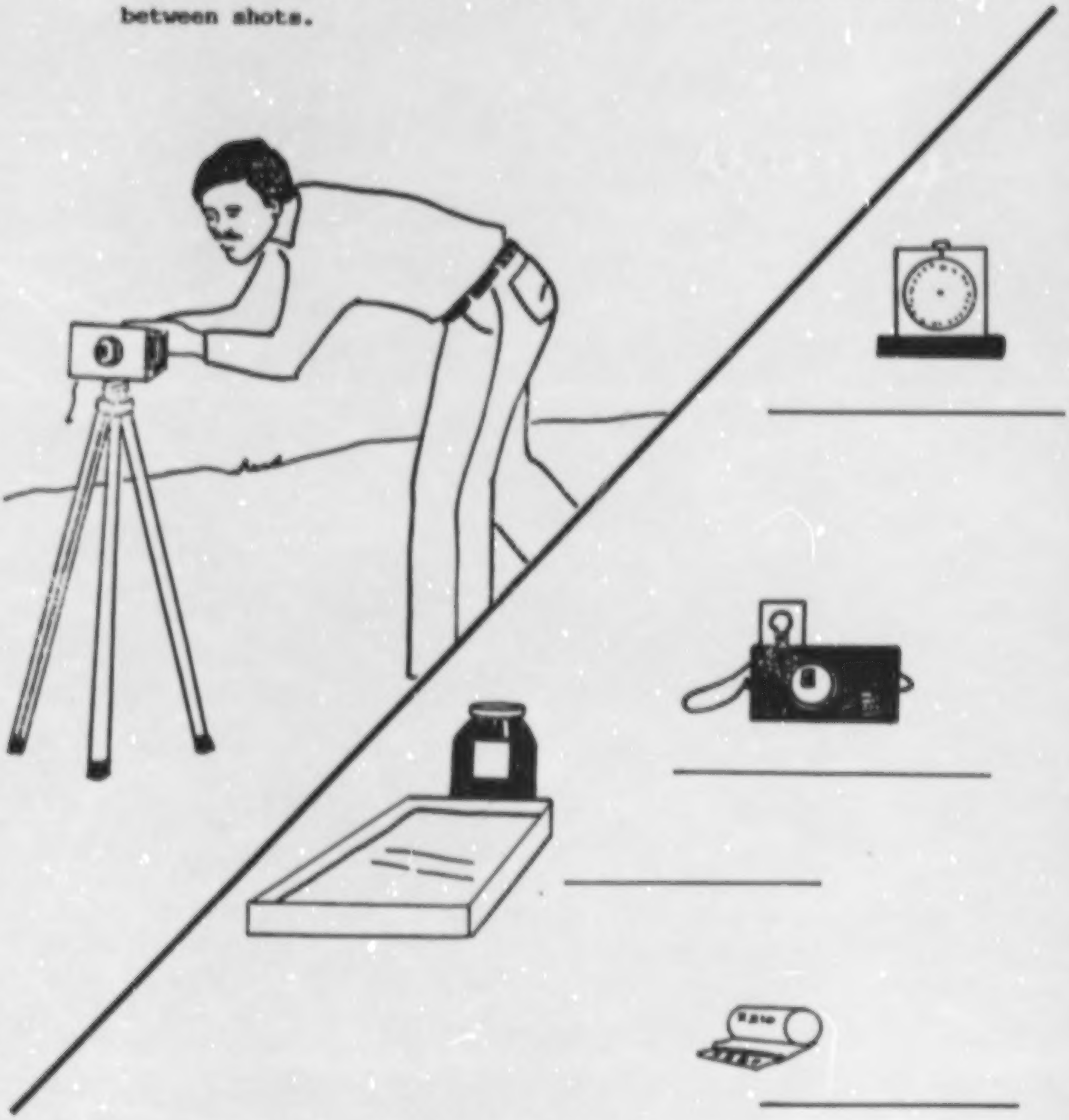
_____ 10. His audience never knew that he had misread the script.

_____ 11. She was hired when she finished broadcasting school.

_____ 12. He checked his hair one more time before going into the studio to talk to the Vice President.

B-5 Photographer

This photographer is getting ready to take pictures. His camera is fastened to a tripod, so the camera will not move between shots.



BEST COPY AVAILABLE

A PICTURE'S WORTH A THOUSAND WORDS

By Marcia Krantz

I met photographer Miguel Garcia at the supermarket. No he wasn't doing his weekly shopping. He was photographing food for a special sale the supermarket was planning. The pictures would be in a special section of the local newspaper. I talked with Mr. Garcia when he finished taking pictures of fish and seafood.

"A lot of the work I do is for companies who want to advertise their products," explained Miguel. "They want their products photographed well so people will want to buy them. I know how to arrange items in attractive groups, how to use other items called "props" to make pictures more interesting, and how to use light to make products look nicer."

Mr. Garcia began work as a photographer's helper. He set up scenery and props, carried equipment, and moved lights into postion. He helped develop pictures in the photograher's darkroom. He learned how to use the chemicals, how to "crop" or cut pictures to the correct size, and how to make photographs from negatives. After this experience, Mr. Garcia opened his own business. He photographed people and families. He once took all of the kids' pictures at our high school. His customers paid him for the pictures he took.

"I enjoy working with advertising," explained Mr. Garcia. "It's really wonderful to see a picture I've taken printed in a magazine. I feel very proud that so many people will see the pictures I take. That's why I work so hard to do each picture the best I can."

Mr. Garcia owns several cameras. They are used for photographing different kinds of "shots." He sets the camera he's using on a tripod, or three-legged stand. The tripod can be adjusted to whatever height he needs. The tripod holds the camera, so it doesn't move between shots. Mr. Garcia uses different kinds of film for different jobs.

Mr. Garcia is looking for a part-time helper. If you've had some high school art classes and you are interested in photography, see Mr. Garcia. This would be good experience before you go on to college or photography school.

Antonyms

When photographers take pictures, they develop the film from the camera to make negatives. The negatives are a reverse, or opposite, picture of the model that posed for the picture. For instance, light areas on the model are dark areas on the negative.

Words with opposite meanings are called antonyms. Draw a line from each word on the left to the antonym for that word in the right-hand column.

add	together
apart	adult
arrive	wide
below	warm
bend	subtract
child	tiny
cool	yours
damp	above
empty	more
float	full
gentle	sink
huge	straighten
less	depart
mine	dry
narrow	rough

Choose five words from the left hand column. On a separate sheet of paper write a sentence for each of the five words. Then write a sentence for each of the antonyms for the five words.

Synonyms

When the negatives have been developed, photographers use special paper and chemicals to make "prints" from the negatives. The prints look just like the model. Areas of light and dark on the print are the same as the model.

When two words have the same meaning, they are called synonyms. Snapshot and photograph are synonyms. They mean the same.

Draw a circle around the word pairs below that are synonyms.

alike-same
above-below
man-woman
allow-let
finger-thumb
apart-separate
baggage-luggage
swift-fast
book-magazine
neat-tidy
gift-present
cellar-attic

hand-foot
below-under
happy-sad
weep-cry
laugh-sob
bucket-pail
useful-handy
strike-hit
dirt-soil
lovely-pretty
ear-hear
damp-moist

Sequence

Mr. Garcia was hired to "shoot" pictures of babies for a baby food commercial. The story below tells about that job. Put the sentences in order by writing the numbers 1-8 to show what order the story should be in.

_____ Mr. Garcia told the mother where to put the baby in the "nursery."

_____ Mr. Garcia arrived at the studio early to set up the scenery and props. He made the studio look like a baby's nursery.

_____ Before starting the session, Mr. Garcia put film in his camera and adjusted the lights.

_____ Mr. Garcia's customer chose one of the pictures.

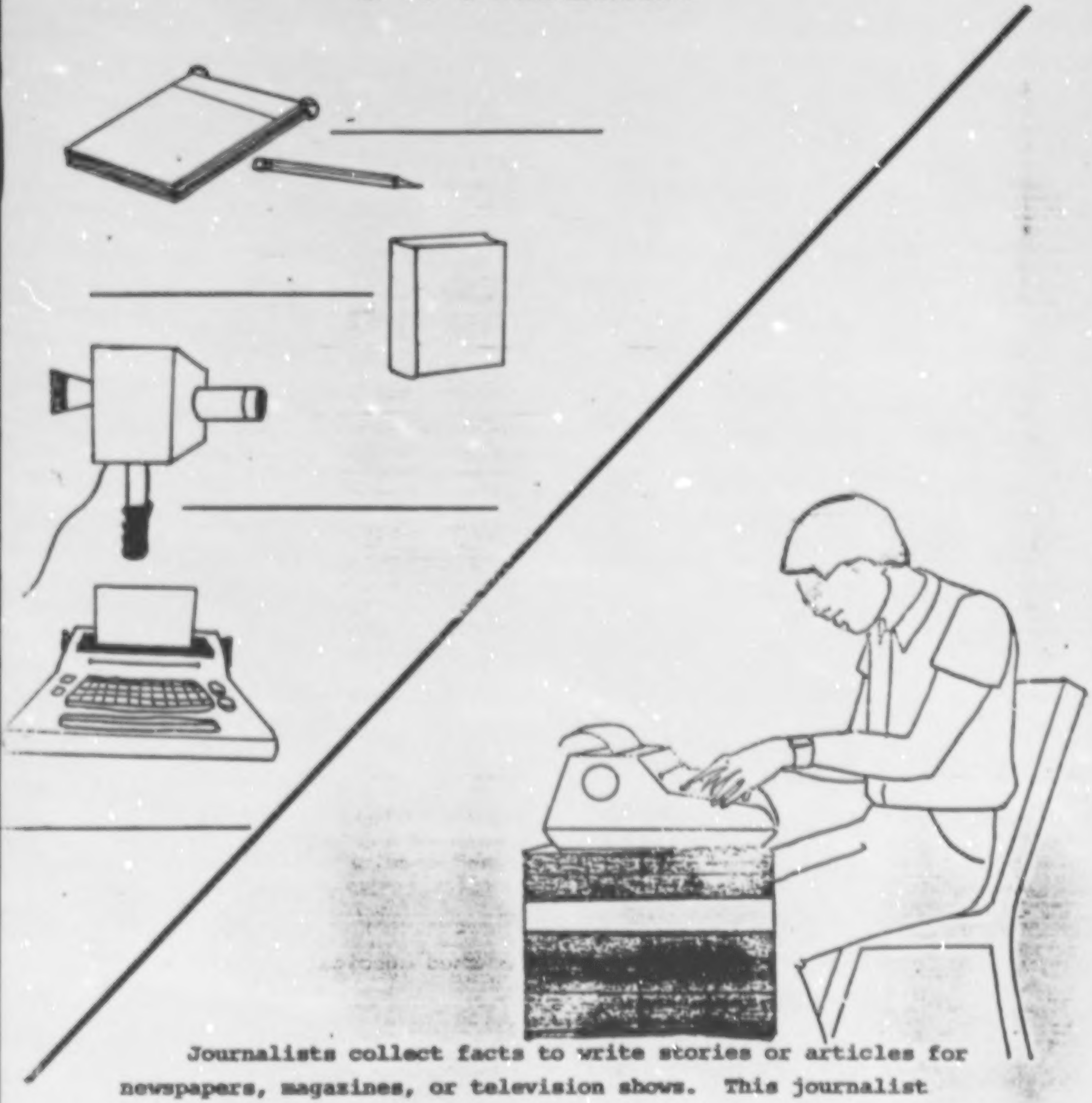
_____ He used two rolls of film taking pictures of the baby.

_____ When the prints were ready, Mr. Garcia showed them to his customer.

_____ Then he used special paper and chemicals to make the negatives into prints.

_____ In his darkroom, Mr. Garcia used chemicals to develop the film into negatives.

B-5 Journalist



Journalists collect facts to write stories or articles for newspapers, magazines, or television shows. This journalist is typing the script he will read on the 6:00 news for T.V. station WJOB.

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A NOSE FOR NEWS

By Marcia Krantz

Journalists like Jill Greer work to communicate the news. They work to communicate news about their communities, their states, and the whole world. Journalists try to report news that is of interest to the people in their communities.

Ms. Greer is a reporter for the Springfield Sun. She enjoys working on a daily newspaper. "I really like the bustle of a daily newspaper," Ms. Greer explained. "I like the fast pace of getting the facts, writing the story, and seeing it in print the next day. I like the excitement of working within deadlines. It makes me do things well the first time. If I don't get it right the first time, there's no time to get my story into the paper. I work well when there's lots of pressure."

Journalists write stories about things happening in their communities. They write about government, education, crime, social events, and anything that would interest their readers. They meet many different kinds of people in different kinds of situations. Journalists must like dealing with people, because that's where a lot of news starts. Journalists may talk with or interview many people to get facts for their stories.

Television journalists report the news on television news programs. Their work is very much like other journalists' except they use television cameras to film news reports. They send television crews into the community to film special events and happenings. They work with strict time deadlines, too.

Journalists use notepads, pencils, and tape recorders to gather information. Some also use cameras to take pictures of news events. They use their own cars to get from location to location. Journalists use typewriters to type their stories or scripts. Some journalists use computers to store imformation.

Most journalism careers require a college education. A wide variety of experiences is helpful. Typing is a skill needed by all journalists.

If you like to communicate by writing, a career in journalism might be for you.

Proofreading

Proofreading is a job that all journalists do at one time or another. Proofreading is reading to find mistakes in spelling, punctuation, or capitalization. Some journalists proofread their own material. Others have someone else proofread for them.

Proofread the following article. Draw a circle around each mistake you find. On a separate sheet of paper, rewrite the story, correcting the mistakes.

Lilac festival Huge Success

by Marcia Krantz

It is estimated that ten thousand poeple came to the Lilac Festival in Springfield Park last sunday. the timing was perfect The lilacs were in full bloom. Purple pink and white lilacs were seen all over the park. The beautiful spring whether added to the enjoyment?

the highlight of the day was the crowning of the Springfield lilac Queen and her court. Miss Jane Freeman, a 16 year old high school student, was named Lilac queen for 1983 She will be present at all city events throughout 1983.

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Headlines

Titles of newspaper articles are called headlines. Headlines are written to communicate the main idea of the story in as few words as possible. Headlines are written to get the reader's attention.

On the left-hand side of your page is a list of headlines. These headlines are written for popular nursery rhymes and fairy tales. Draw a line from each headline to the fairy tale or nursery rhyme in the right hand column which that headline describes.

Slipper Fits

Lamb Gets Education

Poison Apple Fells Princess

Puppet Becomes Real Boy

Witch Falls in Oven

Dorothy Returns From Rainbow

Girl Frightened by Spider

Wife Locked in Pumpkin

Peter, Peter Pumpkin Eater

Mary Had a Little Lamb

Cinderella

Little Miss Muffet

Pinocchio

Hansel & Gretel

Snow White and the Seven Dwarfs

Wizard of Oz

Fact/Fantasy

Journalists report the facts about what is going on in their communities. Most reporters do not write fiction, or make-believe stories.

Read each story below. Then tell whether the story is real or make-believe by marking the correct circle beneath the story.

The heavy rains of the last few weeks caused the river to flood. The water rose steadily, tearing out parts of the river banks. The muddy water flowed into the business area of Springfield, flooding many stores. The water ruined property worth millions of dollars.

○ real
○ make-believe

The journalist typed his notes into a computer. His story was shown on a television screen at his desk. It was easy for him to see his mistakes and correct them by typing on the computer. The computer made the journalist's job easier.

○ real
○ make-believe

The reporter left her office at noon, hoping to eat lunch before going to her next assignment. On her way to the diner, she was stopped by three elves. They wanted her to write a report on the pot of gold hidden in their forest.

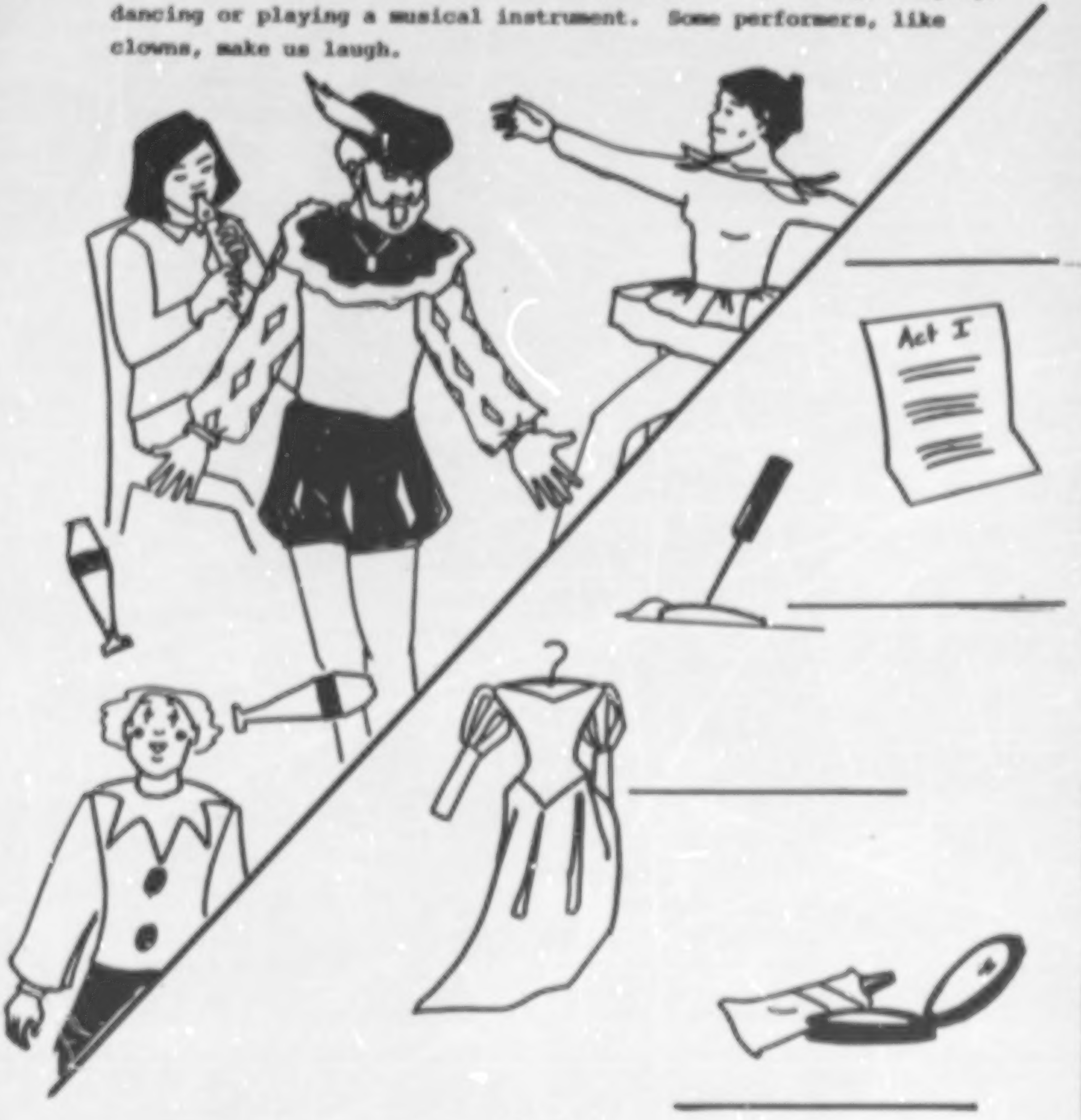
○ real
○ make-believe

I knew the call would be important when the phone rang that night. It was station WJOB asking me to go downtown to "cover" a raging fire at a warehouse. The film crew had arrived and was taking pictures with the television camera when I parked my car. I talked with several onlookers, the fire chief, and two fire fighters. When I had all of the facts, I wrote the story.

○ real
○ make-believe

Performer

Performers use their skills to communicate by acting, singing, dancing or playing a musical instrument. Some performers, like clowns, make us laugh.



"TO BE OR NOT TO BE..."

By Marcia Krantz

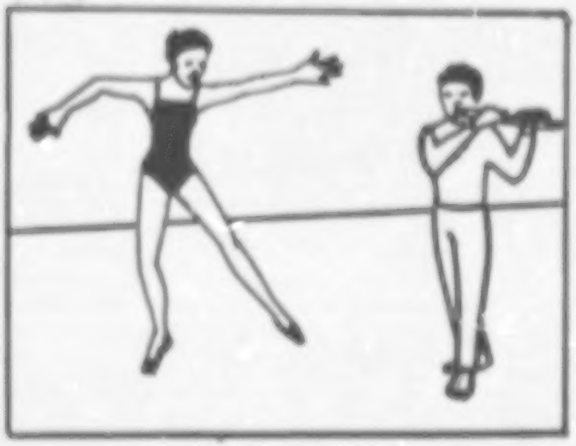
Performers communicate by entertaining audiences in theaters, movie studios, circuses, nightclubs, radio studios, recording studios, and other places. Performers work on stages in front of live audiences when they perform in plays, circuses, or concerts. Sometimes performers work in front of camera crews who film or tape performances. The film or tape is then shown to an audience at some other time.

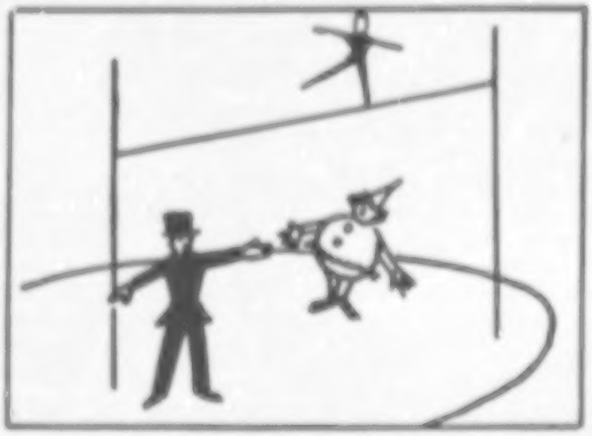
Performers communicate information and feelings. They try to get the audience to feel happy, sad, or excited. For instance, clowns try to make their audiences laugh; tightrope walkers want their audiences to feel excited--even a little afraid. Actors play the parts of other people. Sometimes actors make us happy. Sometimes they make us sad. But they always try to make their audience feel something about the story they are performing. Musicians communicate their feelings through music. Dancers communicate through music and body movements.

Performers use makeup and costumes to make them look like the characters in their performance. Makeup and costumes help the audience believe in the characters played by the actors. Actors who perform in plays, movies, or television shows work with scripts. Scripts tell the actors where and how to move on the stage and what to say. Before performing, actors read and memorize the scripts. Props and scenery are used to make the stage seem like a real place. Actors use the props and the scenery when they act.

Performers get training in many different ways. Musicians and dancers usually start with group or private lessons at a very young age. Schools of the performing arts are good choices for learning the skills needed by performers. Many colleges offer courses in voice, dance, music, speech, and acting.

If you enjoy communicating through music, dance, or acting, "to be or not to be" a performer is a question for you to answer.





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Scrambled Performers

Unscramble the words below which name kinds of performers. Then find the paragraph which tells about that performer and write the name of the correct performer on the line above the paragraph.

____________________ onil tream

____________________ simainuc

____________________ glujreg

____________________ grinse

nclow ____________________

drecan ____________________

gnaiciam ____________________

traco ____________________

1. ____________________

These workers work in theaters, movie studios, and television studios. They memorize the lines they must say when they are on the stage. They use make-up and costumes when they perform.

2. ____________________

I work in a circus. I use heavy make-up and funny costumes. I do silly things to make the audience laugh.

3. ____________________

These workers use make-up, music and microphones to entertain their audiences. They use their voices to communicate feelings.

4. ______________________

I enjoy moving my body to music. I can communicate with the audience with the music I choose, the movements I make, and the costumes I wear.

5. ______________________

My job is very exciting. I work with dangerous animals in the circus. When I'm not performing, I care for my animals and teach them new tricks.

6. ______________________

This worker works with his body and many props. He may use balls, fruit, plates, wooden pins, or other props. He tries to keep his props in the air by throwing and catching them.

7. ______________________

This worker amazes her audiences with her skill. She makes things appear and disappear. Some of the things she does seem impossible. She uses a lot of special props.

8. ______________________

I play musical instruments. Sometimes I play with a group of people; sometimes I play alone. I like to play the guitar the best, but I also know how to play the piano, the violin, and the trumpet.

Performer Fill-In

Fill the blank in each of the following sentences with the name of a kind of performer.

1. The ____________________ memorized the lines in the script.
2. The ____________________ put on a big nose, a funny wig, and a floppy costume before going into the ring.
3. The ____________________ listened to a lot of music before she chose a song to sing.
4. The ____________________ put on special shoes that would make clicking noises when he danced.
5. The ____________________ carried a whistle and a whip into the cage with the lions.
6. The ____________________ dropped one of the tennis balls but kept the other four in the air.
7. When the curtain was opened, the ____________________ had made the lady disappear.

Outlining Communication Review

Fill in the blanks in the problems below by remembering as much as you can from the articles about each worker.

Then skim or read quickly each article to fill in the information you couldn't remember. Some lines have been filled in for you.

I. Lineworker
  A. Tasks
    1. ______________________
    2. ______________________
  B. Tools
    1. ______________________
    2. ______________________
    3. ______________________
    4. jackphone
  C. Training
    ____
    ____
    ____

II. Announcer
  A. Tasks
    1. read commercials
    2. ______________________
  B. Tools
    1. ______________________
    2. ______________________
    3. ______________________
  C. Training
    ____
    ____
    ____

III. Photographer

A. Tasks

1. __________
2. __________
3. __________

B. Tools

1. __________
2. __________
3. __________
4. __________

C. Training

art and photography school

IV. Journalist

A. Tasks

1. gather the facts
2. __________

B. Tools

1. __________
2. __________
3. __________

C. Training

V. Performer

A. Kinds of performers

1. ____________________
2. ____________________
3. magician
4. ____________________

B. Tasks

1. ____________________
2. ____________________

C. Tools

1. props
2. ____________________
3. ____________________
4. ____________________

D. Training

____

____

____

Career Story

On the lines below write [illegible] story about your favorite worker in the Communications and Media Career Cluster. Which career would you like to have? Why would that career suit you?

Communications Word Find

Find the words listed below in the word search puzzle on the next page. Circle each word in the word search puzzle. The words are written from left to right and top to bottom only.

actor
announcer
cable
camera
chemicals
clown
costume
darkroom
deadline
disc jockey
film
jack phone
journalist
lineworker
make-up

microphone
musician
newscaster
newspaper
performer
photographer
props
reporter
script
sportscaster
studio
telephone
tripod
typewriter
utility bucket

When you've found all of the words, look at the letters which are not circled. Write the uncircled letters which are not X's on the lines below. Write the letters in order as you find them in the puzzle. Start at the top left corner of the puzzle and read across.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___

___ ___ ___ ___

S M I C R O P H O N E C L O W N X
P C D U O M U S I C I A N M X N X
O P I T T Y P E W R I T E R P E X
R H S I A J R E P O R T E R E W X
T O C L N A M A K E U P C T R S X
S T J I N C S M U X N I H E F C C
C O O T O K T A C T O R E L O A A
A G C Y U P U C X A X X M E R S M
S R K B N H D T X I X O I P M T E
T A E U C O I C A B L E C H E E R
E P Y C E N O N X A X N A O R R A
R H X K R E T R I P O D L N P S D
F E X E D A R K R O O M S E R C M
I R E T J O U R N A L I S T O R X
L D N E W S P A P E R X X I P I X
M L I N E W O R K E R X A X S P X
C O S T U M E D E A D L I N E T X

91

B 5

Pre Post
Treatment
Control

Date______________

Please Print

Name____
Last name First name Middle initial

School________________ Town______________

Age________ Sex: Male______ Female________

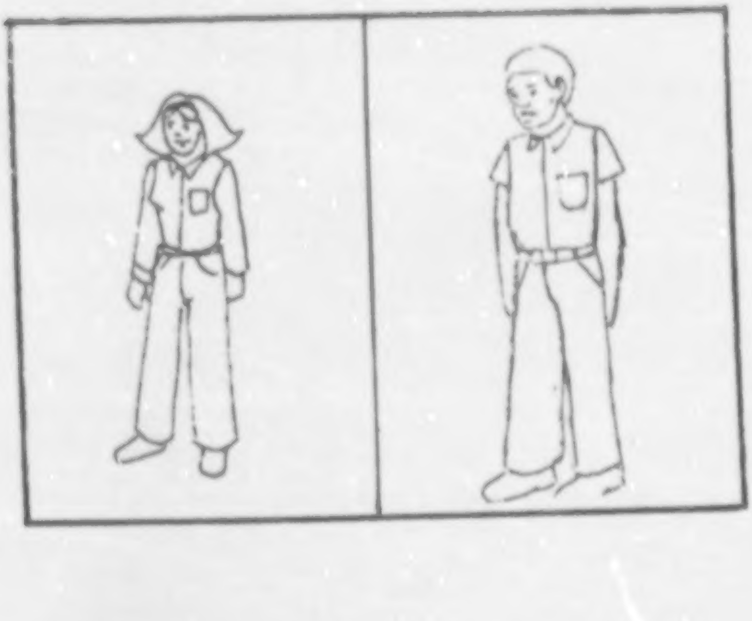
Reading level________ Instrument__________

Part I - Matching

DIRECTIONS: In the columns below, there are terms and definitions about work. Match each worker in Column A with an item listed in Column B. On the line in front of each worker, write the letter of the answer you choose. There are more answers than questions, but there is only one best answer for each question.

SAMPLE: Match the workers in Column A with the tools in Column B.

Column A	Column B
C 1. Dancer	A. Blackboard
B 2. Janitor	B. Broom
D 3. Tailor	C. Costume
	D. Sewing Machine



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Match the workers in Column A with the most useful kinds of school subjects in Column B.

Column A

____1. Disc Jockey
____2. Performer
____3. Photographer

Column B

A. Art
B. High school & college drama
C. Public broadcasting
D. Shop courses in construction & equipment operation

Match the workers in Column A with the types of work they do in Column B.

Column A

____4. Architect
____5. Heavy equipment operator
____6. Plumber

Column B

A. Designs & prepares plans & drawings to show exact sizes & shapes of buildings
B. Digs & levels ditches to prevent erosion
C. Pours, smooths, & finishes concrete on curbs, house foundations, floors, sidewalks & walls
D. Replaces fittings

Match the workers in Column A with the work places in Column B.

Column A

____7. Electrician
____8. Cement Mason
____9. Journalist

Column B

A. Darkrooms
B. Power plants; appliance factories
C. Publishing houses; newspaper, magazine, & advertising agencies
D. Streets & highways, dams, construction sites for homes & commercial buildings

Match the workers in Column A with the skills needed in Column B.

Column A	Column B
____10. Carpenter	A. Climbing
____11. Electrician	B. Measuring accurately & cutting angles exactly
____12. Telephone Line Worker	C. Operating heavy equipment
	D. Understanding how circuits work

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Part II - Multiple Choice

DIRECTIONS: Each question below has 4 answer choices. Choose the item that best answers the question. On the line in front of each question, write the letter of the answer you choose.

SAMPLE:

__B__ 1. The name of the worker who uses an easel on the job is:

A. Actor
B. Artist
C. Housekeeper
D. Musician

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____13. Which worker is most likely to use a typewriter on the job?

A. Architect
B. Disc Jockey
C. Journalist
D. Telephone Line Worker

____14. Which job requires the most formal education or training?

A. Architect
B. Disc Jockey
C. Heavy Equipment Operator
D. Plumber

____15. Linda's parents want insulation put in the attic of their house. Which worker should they call?

A. Carpenter
B. Cement Mason
C. Electrician
D. Photographer

____16. Which job is part of the communication & media work cluster?

A. Architect
B. Carpenter
C. Performer
D. Plumber

____17. For which worker is speaking clearly on the job the most important?

A. Cement Mason
B. Disc Jockey
C. Electrician
D. Photographer

____18. Which job is most likely to require training in a formal apprenticeship program?

A. Architect
B. Journalist
C. Performer
D. Plumber

____19. Reggie & some friends want to ride their bicycles on an all-day sightseeing trip. One week before the trip, Reggie's bike breaks. He wonders whether he should ask his friend Wanda to show him how to fix his bike & help him do it, or if he should have a repair person at the bike shop do it for him. What is the least important thing for him to consider when he makes his decision?

A. His options
B. His own experience
C. How much time fixing the bike will take
D. Wanda's values

____20. Betty's goal is to have a surprise birthday party for her friend Lily. She knows she needs to do the following things: act, check her progress, modify her goals if necessary, & plan. But she doesn't know the best order of doing these things. What order of doing things will be most helpful to Betty in preparing the party?

A. Act, check her progress, plan, modify her goal
B. Check her progress, act, plan, modify her goal
C. Modify her goal, check her progress, act, plan
D. Plan, act, check her progress, modify her goal

Student Activities

RC014953

BS-DMGA-1

Outcomes: The Option Game

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CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

Use Decision Making/Goal Attaining activity.

Materials:

Included:
Game board
Directions

Needed:
Coin

[1983]

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NATIONAL INSTITUTE OF EDUCATION
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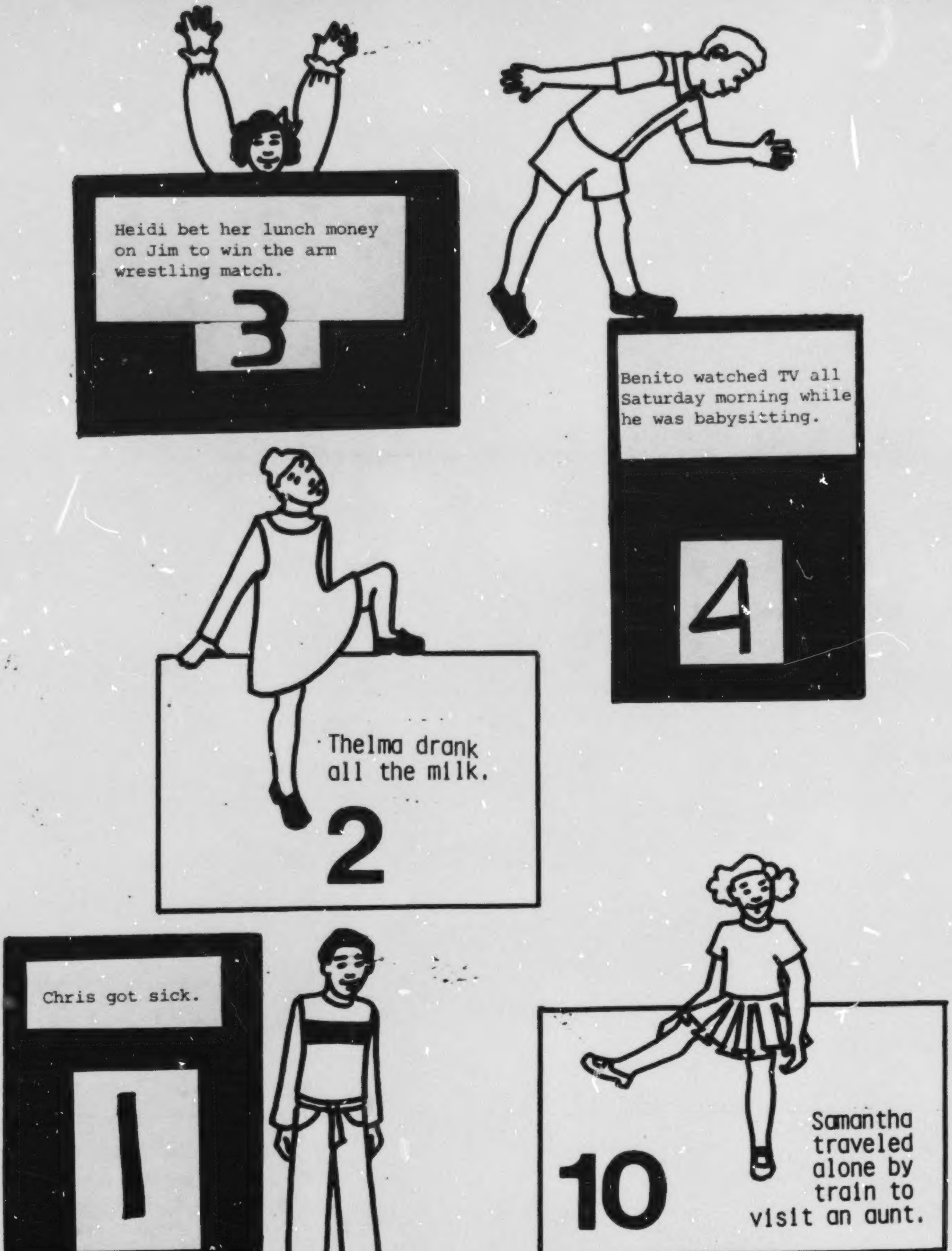


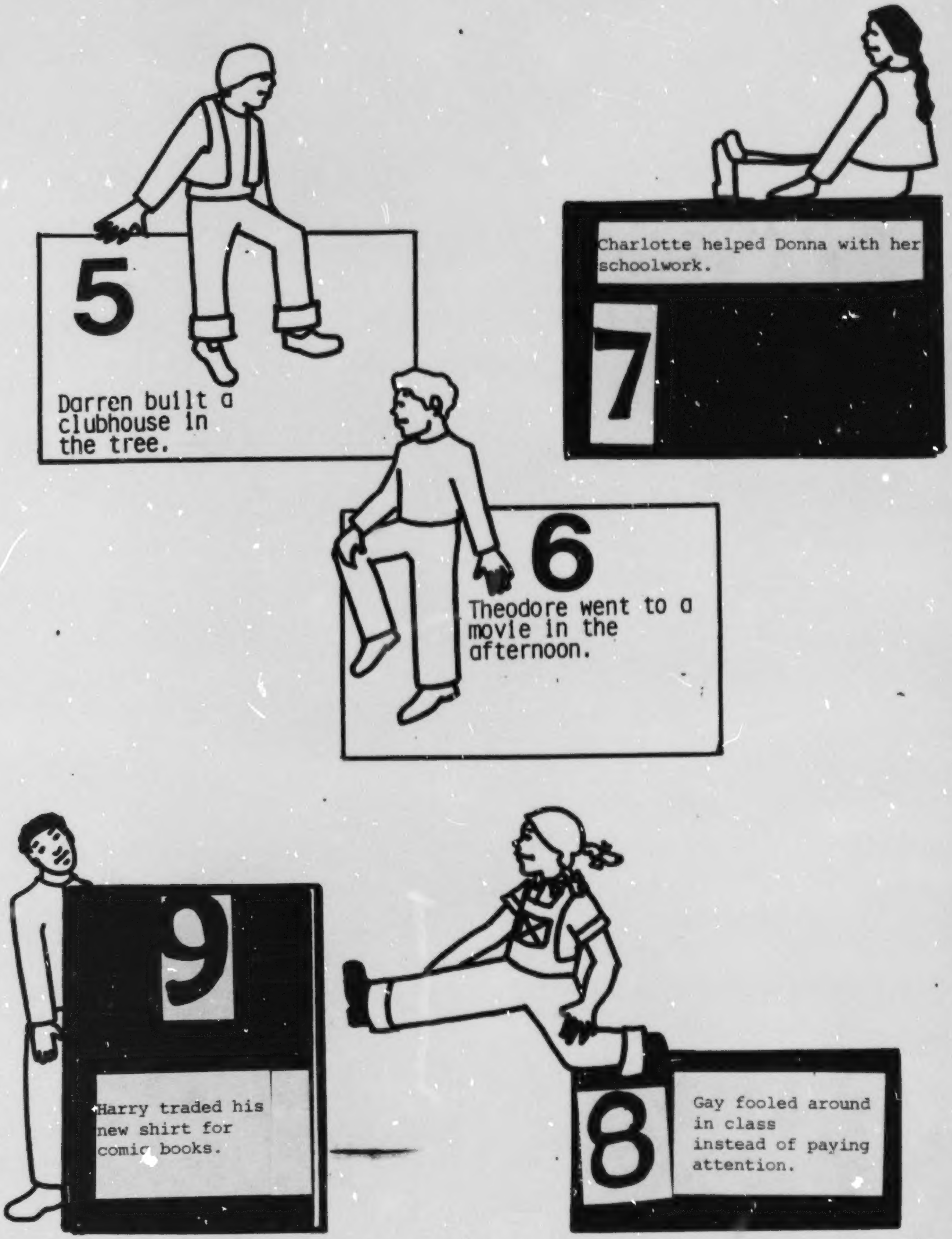
Heidi bet her lunch money on Jim to win the arm wrestling match.

Benito watched TV all Saturday morning while he was babysitting.

Thelma drank all the milk.

Chris got sick.

Samantha traveled alone by train to visit an aunt.



Darren built a clubhouse in the tree.

Theodore went to a movie in the afternoon.

Charlotte helped Donna with her schoolwork.

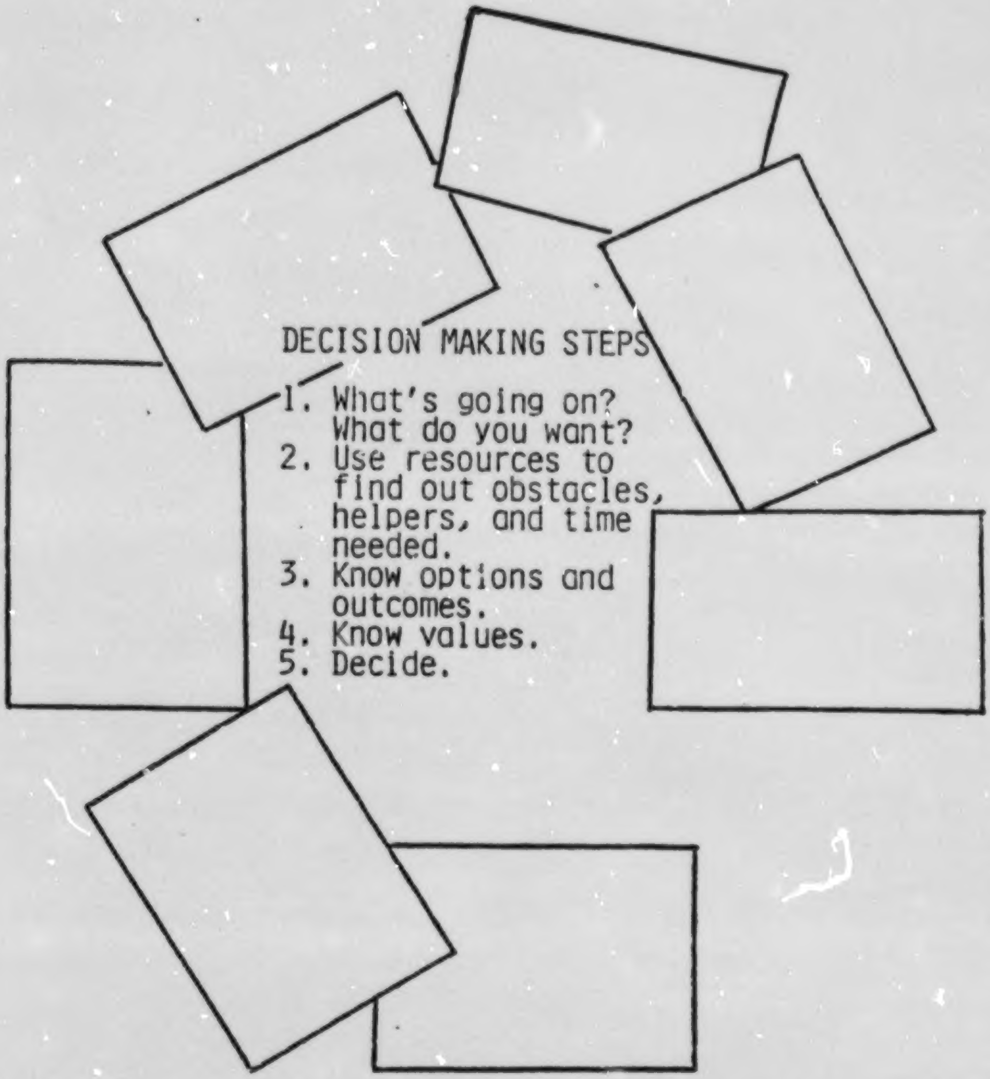
Gay fooled around in class instead of paying attention.

Harry traded his new shirt for comic books.

Outcomes: The Option Game

Directions:

1. Flip a coin to move 1 or 2 spaces (heads - 2, tails - 1).
2. Read the situation in the numbered box and the outcome (listed on the other side of this page), and name as many options as you can.
3. Advance the same number of spaces as options you can name.
4. The winner reaches #10 first.
5. Choose 3 outcomes and apply all decision making steps (listed below) to reach decisions for each one.



DECISION MAKING STEPS

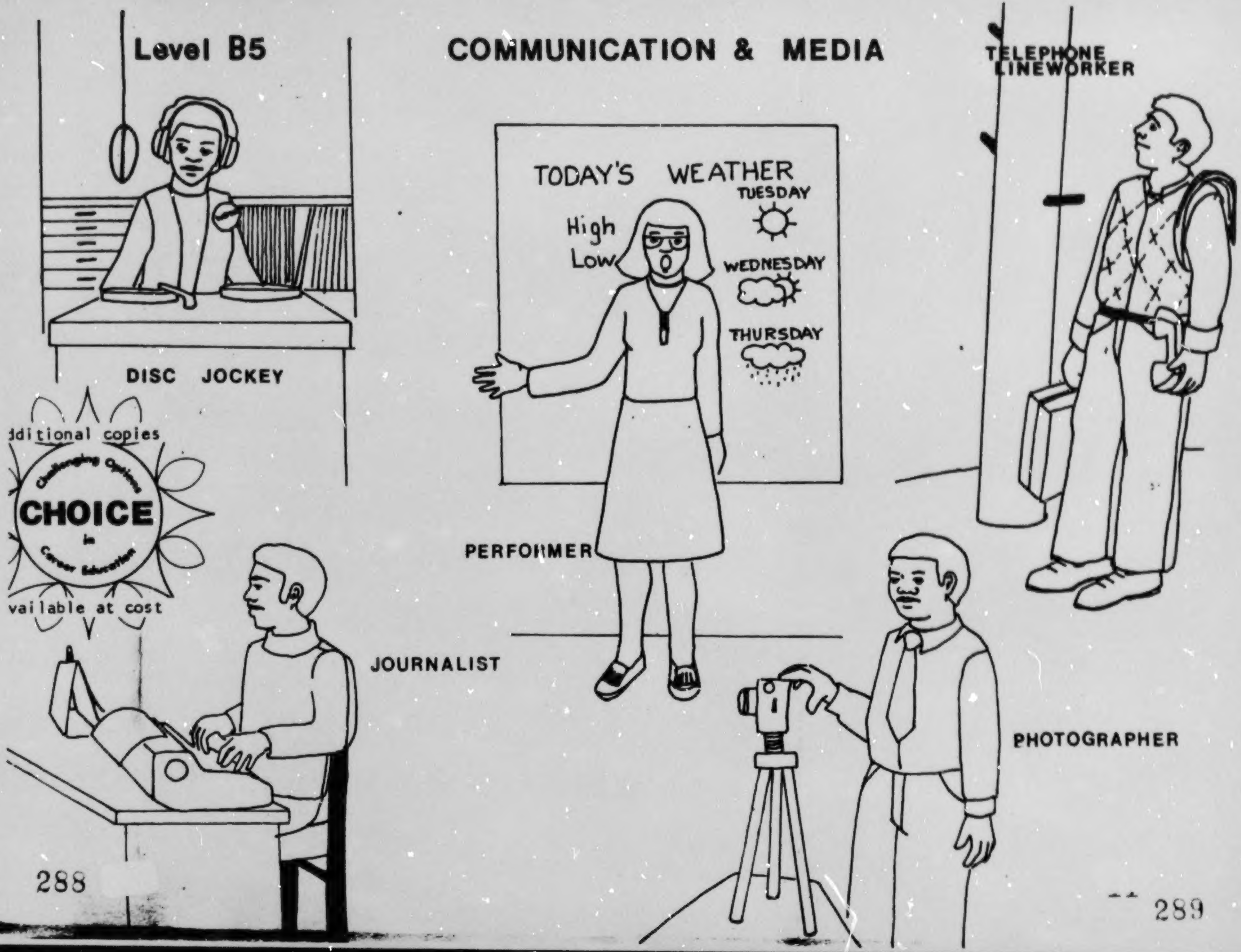
1. What's going on? What do you want?
2. Use resources to find out obstacles, helpers, and time needed.
3. Know options and outcomes.
4. Know values.
5. Decide.

OUTCOMES

1. He had to stay in bed three days.
2. There was no milk for breakfast cereal.
3. She lost her lunch money.
4. The little kids drew on the walls.
5. His little brother's swing had to come down.
6. He missed baseball practice.
7. Charlotte missed the school bus.
8. She missed the test review.
9. His mother was angry.
10. She got off at the wrong stop.

Level B5

COMMUNICATION & MEDIA


TELEPHONE LINEWORKER
DISC JOCKEY
TODAY'S WEATHER
High
Low
TUESDAY
WEDNESDAY
THURSDAY
PERFORMER
JOURNALIST
PHOTOGRAPHER

dditional copies
Challenging Options in Career Education
CHOICE
vailable at cost

B5-DMGA-2

Sweet, Sour, Sweet

CONSTRUCTION
COMMUNICATION & MEDIA

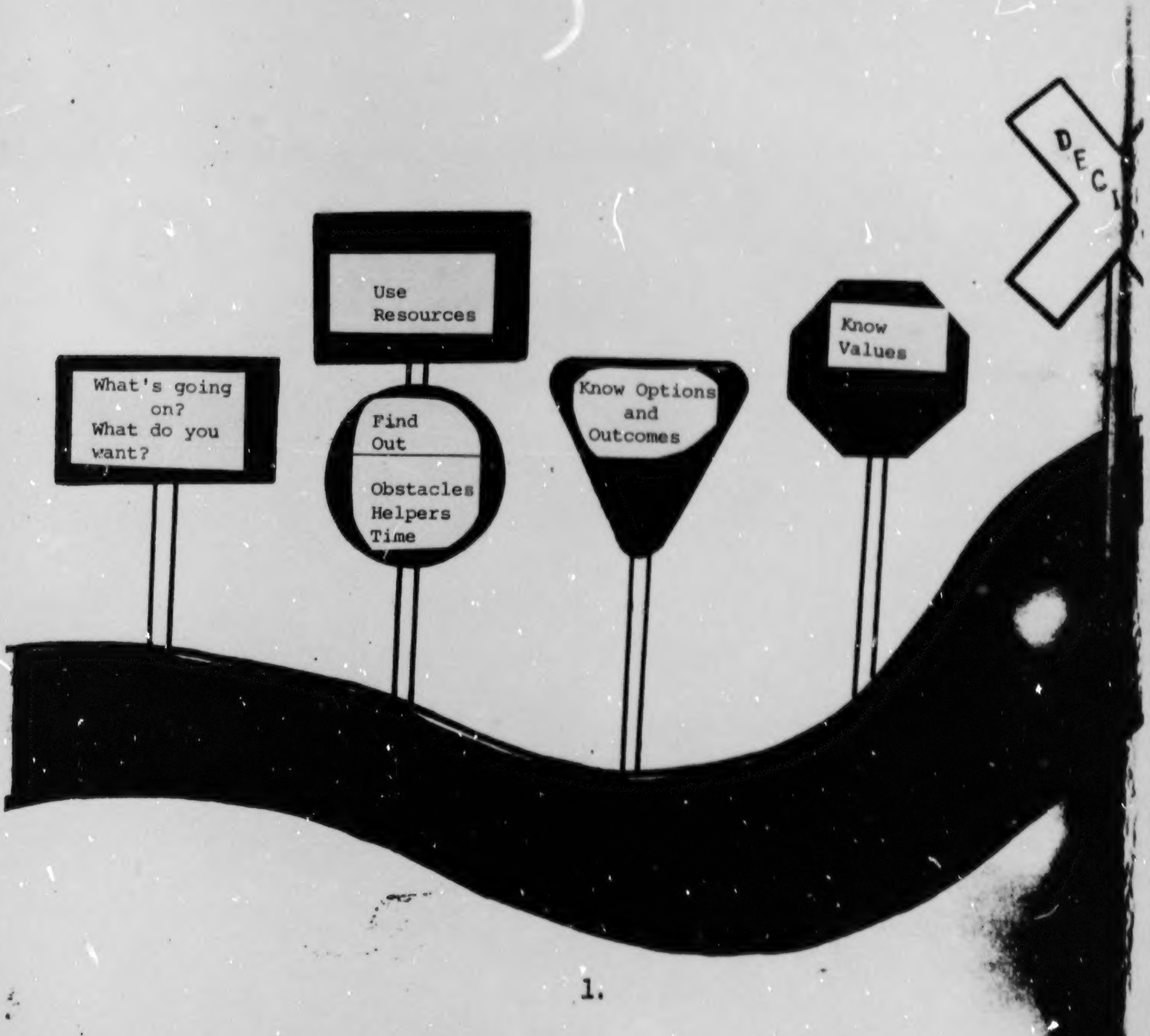
Directions:

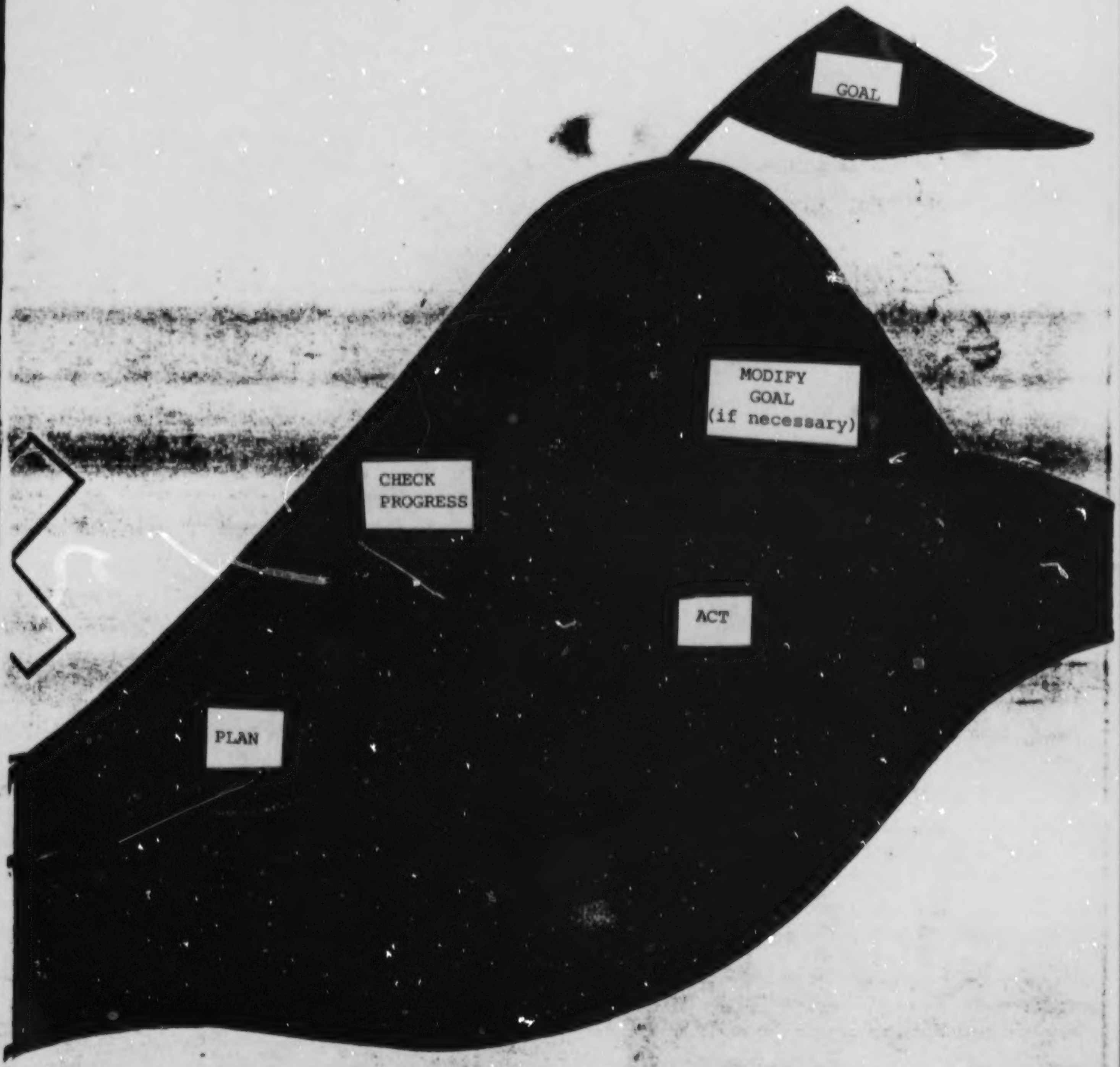
1. Read the steps in the Decision Making/Goal Attaining Pathway and Mountain.
2. Read the story, and notice how Herb follows each step on the D.M.G.A.P.M.

Materials:

Included:
- Decision Making/Goal Attaining Pathway and Mountain
- Story
- Pictures

Needed:
- None


What's going on?
What do you want?
Use Resources
Find Out
Obstacles
Helpers
Time
Know Options and Outcomes
Know Values
DECI



GOAL
MODIFY GOAL (if necessary)
CHECK PROGRESS
ACT
PLAN

Sweet, Sour, Sweet

Story by: Pat Hoppe

Herb started out with the $2.00 clutched tight in his hand. His mother had sent him to the store for milk and bread. He knew that his mother needed the milk and bread soon because lunch was in one hour. Herb walked down the street thinking about how nice the day was with the sun shining and a warm breeze blowing.

Soon Herb got to the corner. He couldn't cross the street because there was a lot of traffic. As he stood waiting, he looked into the candy store window. Inside was the biggest, fanciest candy bar he had ever seen. Herb went inside the store. He went right over to that big candy bar. It looked even better close up. Herb suddenly picked it up and took it to the counter.

"Hey, Mister, how much is this?" asked Herb.

"Well," said the storekeeper, "that's a special candy bar, and it's only $1.50."

Herb handed him the $2.00 and got 50 cents change. The storekeeper put the large candy bar into a paper bag and Herb took it and left the store.

Now the street was empty so Herb crossed over to the grocery store. He went inside for the milk and bread. Suddenly Herb realized he had spent the money he needed to buy the groceries. Why had he made such a hasty decision? He had decided so quickly he hadn't even thought about the outcome. Now he would really have to do some thinking. He couldn't go home without the lunch. That was for sure.

Herb went back outside and sat on the curb. What were his options?

He had to take some lunch home. Could everyone eat the candy bar? No, that was not a good lunch. How could he get some money?

Herb always liked to do the right thing. He valued being on time and helping his family. Now he would certainly disappoint his mother.

"Hi, Herb."

Herb looked up. There was his friend, Dick.

"Oh, hi Dick," Herb said. "Say, Dick, you don't have $1.50, do you?

"No way, Herb. I'm broke. Why do you need $1.50?"

Herb told Dick the whole story of how he made the terrible decision to buy the candy bar. He was hoping Dick would be a good resource and have some good ideas to help him out.

"What am I going to do, Dick?"

Dick said, "Well, you can always take the candy bar back and get your money returned."

"No," said Herb, "that won't work. I'd be too embarrassed."

"Sorry I can't help you Herb. I've got to eat lunch now. So long."

As Herb sat there he thought about what Dick had suggested. He really would be too embarrassed to return the candy bar. Besides, it was so big and fancy he really did want to share it at home. He tried to think of some other options. Maybe he could get lost. No, he was too old to get lost. Could he work at something? What could he do in this parking lot? Maybe he could carry groceries to people's cars and make some money. So Herb started asking the shoppers if they needed help. Some of them did. In just 15 minutes Herb had earned 50 cents. All of a sudden the store manager came over to Herb.

"What are you doing, young man?" he asked.

"Oh," said Herb, "I'm trying to earn some money to buy milk and bread for lunch." And then Herb told the manager the whole story, too. Herb thought the manager would be angry at him. Instead the manager was helpful and understanding.

The store manager looked at Herb and said, "That's a wise decision you made to earn the money. I can help you, too. I need 3 boxes of cans stacked on the shelves. Would you do that for me? I'll pay you 50 cents."

Herb smiled and followed the man into the store. Soon the cans were stacked. Now he had $1.50. Was that enough for milk and bread? Herb added the prices together: 99 cents for the half gallon of milk and 49 cents for a small loaf of bread. He had just enough. Now he could go home with the milk and bread and a big candy bar for a special treat.

What would his mother say? He would find out soon enough. But he thought everything would be okay because he did get what he was supposed to.

B5-DMGA-3

Goal Changes

CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

Use Decision Making/Goal Attaining activity.

Materials:

Included:
  - Decision Making/Goal Attaining Pathway and Mountain
  - Story
  - Directions
  - 21 Cards

Needed:
  - None

"Goal Changes"

We modify, or change, our goals when we learn that our goals are not challenging enough, or when something happens that makes our goal too difficult to achieve, or when we change our minds about what we want.

Clara: Hey, Clem! Why are you making that sign?

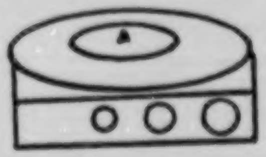
Clem: Well, I've set plenty of goals for myself. Sometimes after setting a goal, I find that reaching that goal will mean making too many sacrifices or that it's just impossible. When I set a goal that's too difficult, or if something happens that makes it impossible for me to reach that goal, or if I change my mind about it, I don't abandon my goal completely but I do change my goal. That's called goal modification. I'm making this sign to remind myself that it's OK to change my goals.

Clara: You know, it happens to me the other way, too. I've set goals for myself and after working to reach them I realize I can achieve much more. The next step is to set a more challenging goal for myself.

Clem: So what's the word?

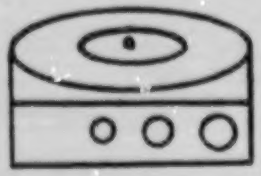
Clara: Modify!

Buy a cheaper stereo.



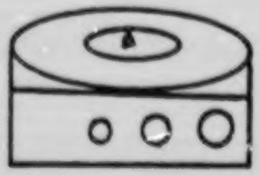
B5-DMGA-3

Borrow a good stereo.



B5-DMGA-3

Tell everyone to bring a musical instrument to the party.



B5-DMGA-3

Cut out three cards on vertical and horizontal lines.

Build model solar houses.

B5-DMGA-3

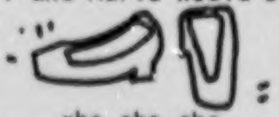
GOAL

Michael and Maria want to learn to dance together.

WHAT HAPPENED?

They get very good at it.

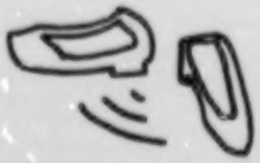
Some good goal changes for Michael and Maria would be to . . .



1-2 ... cha cha cha

B5-DMGA-3

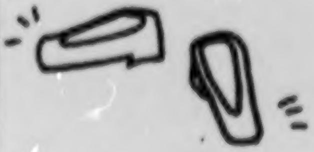
Start a dance club after school.



1-2 ... cha cha cha

B5-DMGA-3

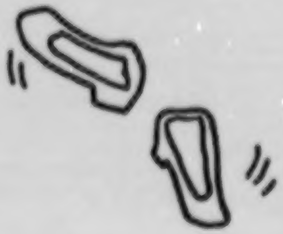
Win $20 at a dance contest.



1-2 ... cha cha cha

B5-DMGA-3

Become professional dancers.



1-2 ... cha cha cha

B5-DMGA-3

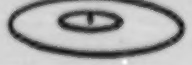
GOAL

Elias wants to buy a good stereo for music at his party.

WHAT HAPPENED?

He can't get enough money to buy one.

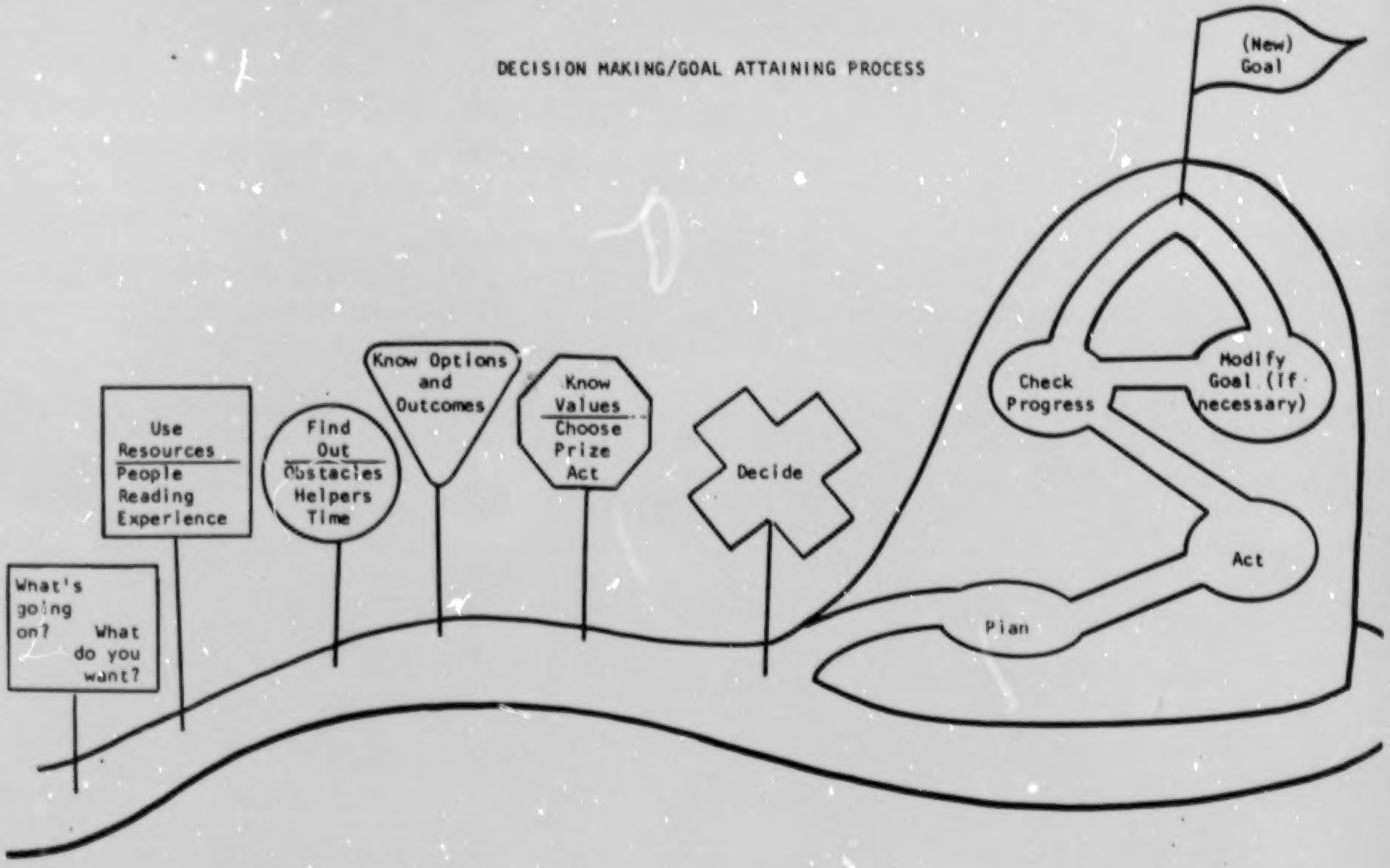
Some good goal changes for Elias would be to . . .



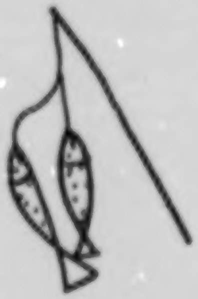
B5-DMGA-3

✂ Cut out six cards on vertical and horizontal lines.

DECISION MAKING/GOAL ATTAINING PROCESS

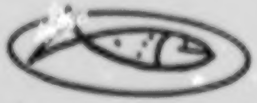

What's going on? What do you want?
Use Resources
People
Reading
Experience
Find Out
Obstacles
Helpers
Time
Know Options and Outcomes
Know Values
Choose
Prize
Act
Decide
Plan
Act
Check Progress
Modify Goal (if necessary)
(New) Goal

Sell fish to make money so Grandpa can visit.



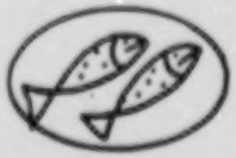
B5-DMGA-3

Eat a fish dinner alone.



B5-DMGA-3

Cook her fish dinner for her family.



B5-DMGA-3

GOAL

Angelo wants to become a carpenter so that he can build solar-powered houses.

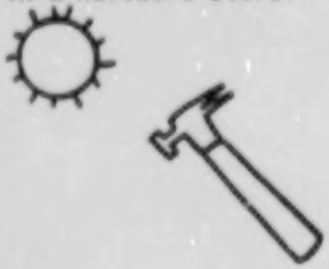
BUT

He must use a wheelchair all of the time.

Angelo can modify his goal by deciding to . . .

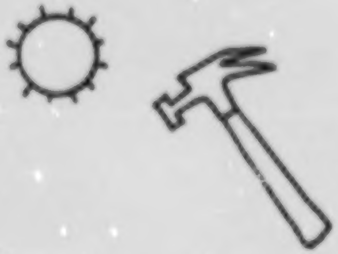
B5-DMGA-3

Sell solar construction panels in a hardware store.



B5-DMGA-3

Become an architect.



B5-DMGA-3

✂ Cut out six cards on vertical and horizontal lines.

GOAL

Sharon's goal was to learn a song in Spanish.

WHAT HAPPENED?

She became good friends with Alma who taught her three songs in Spanish.

Some good goal changes for Sharon would be to . . .

B5-DMGA-3

Learn to speak Spanish well.

B5-DMGA-3

Sing in a Spanish musical group.

B5-DMGA-3

Go to Puerto Rico.

B5-DMGA-3

IT'S
YOUR
CHOICE!

B5-DMGA-3

GOAL

Sarrie wants to go fishing with her grandpa so that they can eat a fish dinner together.

BUT

Grandpa doesn't have money for the train trip to Sarrie's house and fishing spot.

Sarrie can change her goal by deciding to . . .

B5-DMGA-3

✂ Cut out six cards on vertical and horizontal lines.

"Goal Changes"

The GOAL CHANGES suits are:

Build a Solar House

Catch and Eat a Fish

Dance Together

Sing a Spanish Song

SET UP:

1. Shuffle and deal 3 cards to each player.
2. Put remaining cards in a deck.

OBJECT:

Have the most GOAL CHANGES suits after all the cards are played.

PLAY:

1. To play a card, you must read aloud every card already played on the suit, and the card you play.
2. Start a suit with a GOAL card, and play as many cards of the suit as you can (or want to).
3. Pick enough cards from the deck to have 3 cards in your hand to start your next turn.
4. Take a GOAL CHANGES suit by playing the 4th card of the suit.

Have Fun!

B5-DMGA-4

Birthday Building

CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

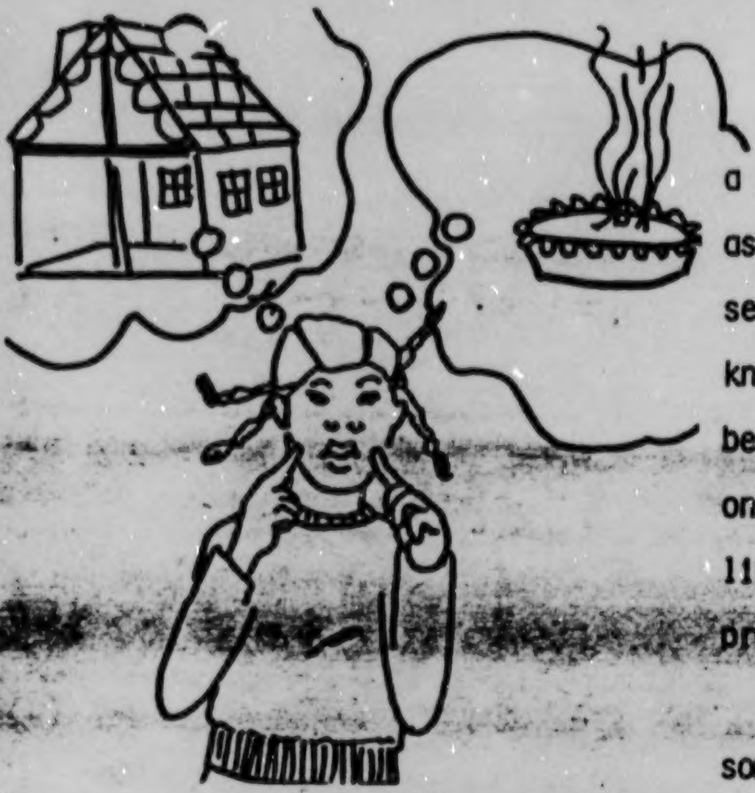
Read the story, and notice how Casey follows each step of the Decision Making/Goal Attaining Pathway and Mountain.

Materials:

Included:
Story
Pictures

Needed:
None

BIRTHDAY BUILDING



"Casey, it's your birthday in a few weeks. WHAT DO YOU WANT?" asked her dad, grinning. Casey secretly wanted a dollhouse, but she knew how expensive such a gift would be, and Dad simply could never afford one dollhouse for her. She bit her lip. It seemed money was always a problem these days.

"Dad, what I really want is some of your sweet potato pie. It would be just great!" said Casey.

"You've got it, Casey," Sad said, smiling.

"Well," thought Casey, "I want a dollhouse, but we don't have the money. What if I tried to make one. What PEOPLE do I know who can be RESOURCES for me?"

Casey walked to the library. Juan, the librarian, would know where to find helpful sources.

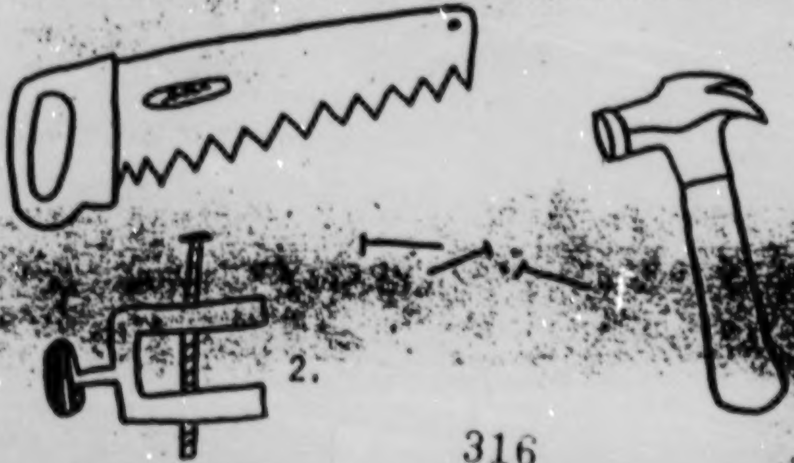
"Let's check our books," said Juan. "I know of one that has floor plans for dollhouses. Of course, another fine RESOURCE will be your own EXPERIENCE. Why don't you visit the houses at the doll museum?"

Reading, talking, and seeing so much helped Casey FIND OUT that she'd have to overcome some OBSTACLES. She didn't have tools or supplies to work with. She knew she could count on her dad for tools. He and Juan were good HELPERS to have!

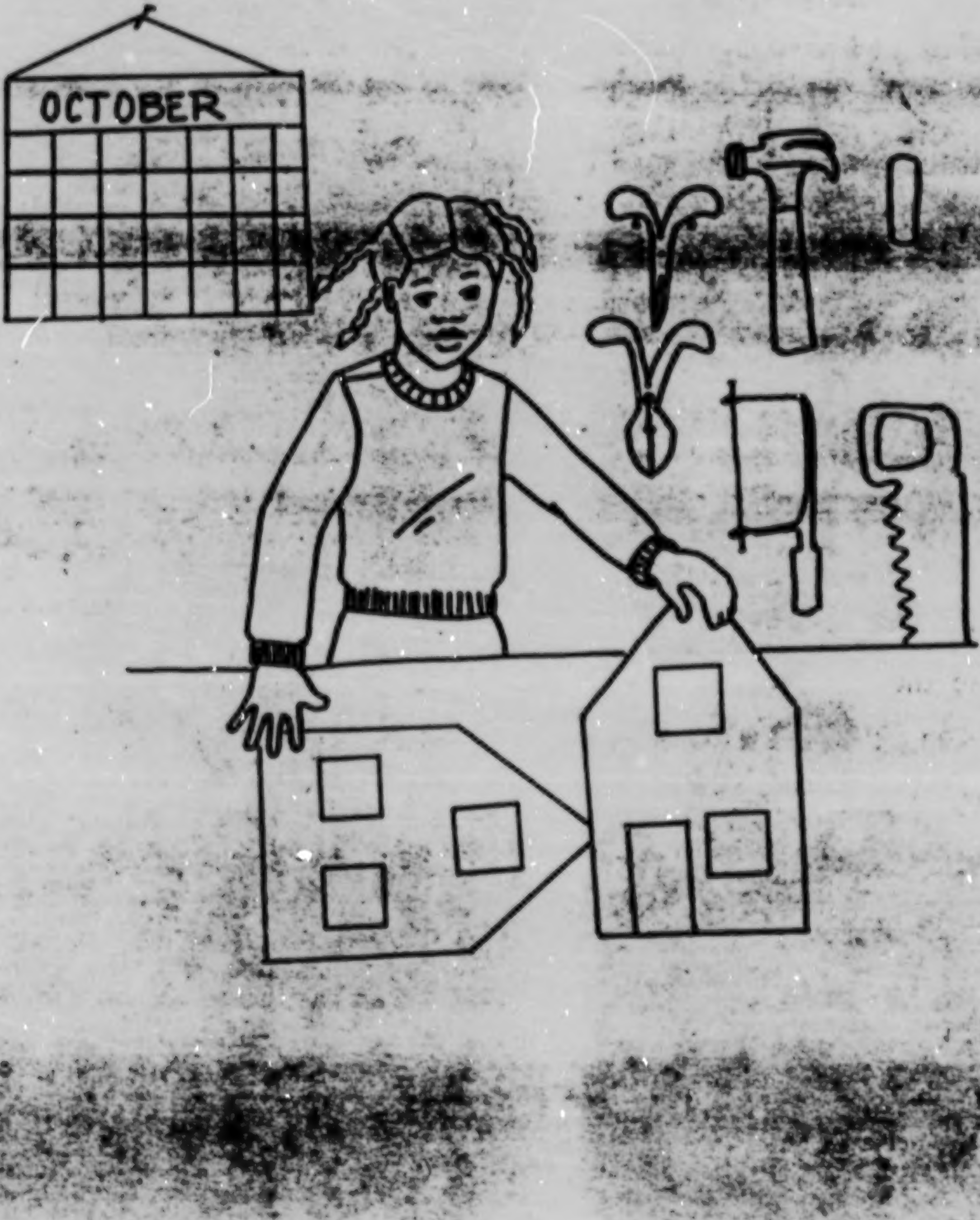
How much TIME was NEEDED? There were three weeks till Casey's birthday. Her goal now was to finish by then. Casey thought of her OPTIONS and some OUTCOMES of each one. "I could build it myself. That might take a long time. I'd have to borrow tools. And, I'd need used lumber from the lumberyard. I could ask Dad to help. That way, I wouldn't make any mistakes. If I know Dad, though, I won't get to use the tools much. Another option is to ask Dad to make the dollhouse as a birthday present. I won't learn much that way, though."

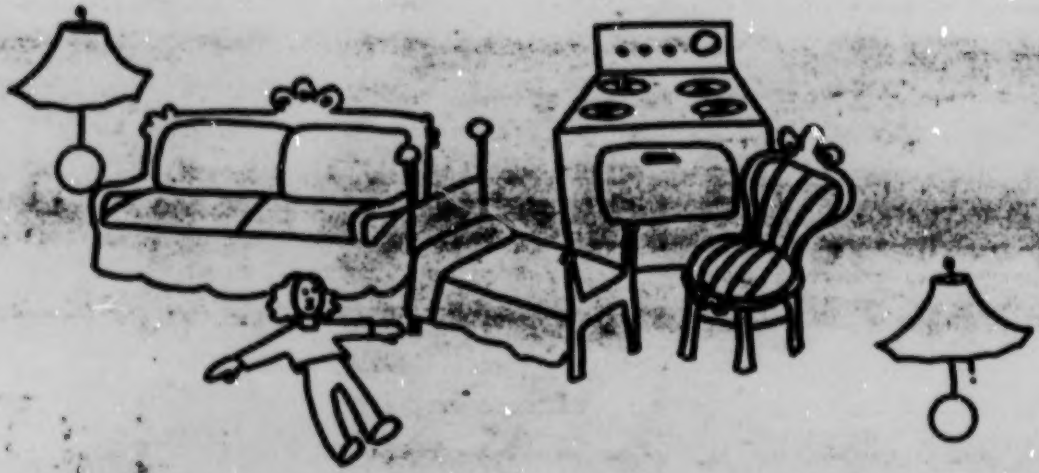
Casey understood that KNOWING her VALUES would make her decision easier. She valued working alone. She wanted to learn from her experiences. She could even learn from her mistakes. Building this house almost seemed like an adventure. "That settles it," thought Casey, "I've DECIDED to build the house myself."

"I need to make a PLAN. Today I'll get the lumber. I'll also ask Dad to show me how to use the tools I'll need. I'll need to know how to care for them, too."



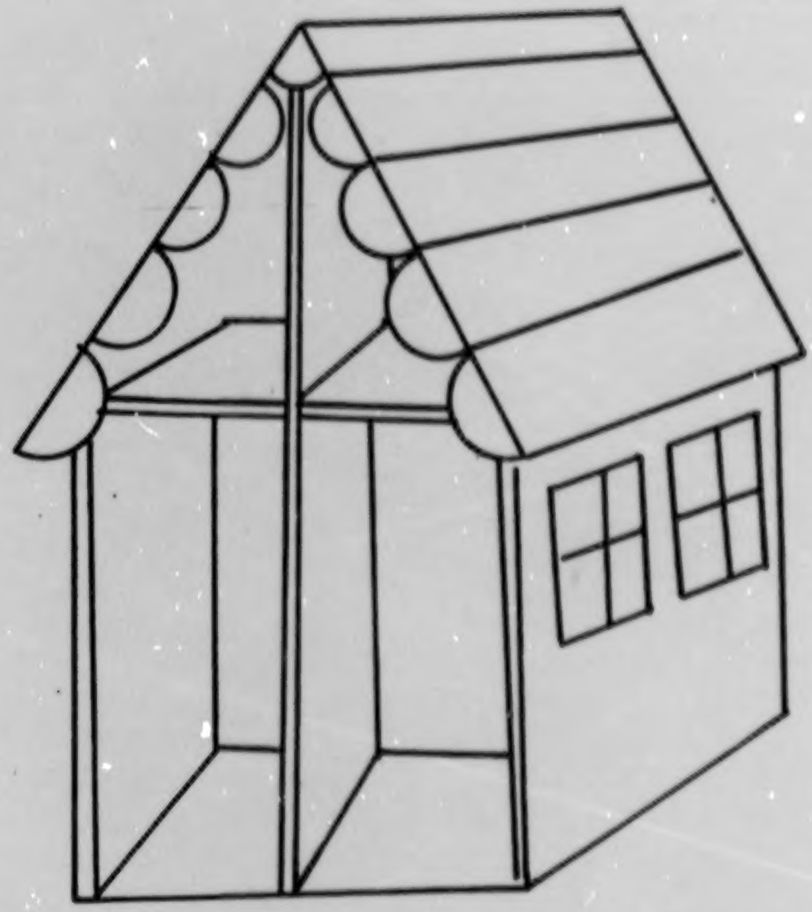
In the next few weeks, Casey took ACTION. The house was underway. She had measured and marked the wood carefully. She had sawed and fastened the parts of the house. After her work, she was always careful to put her tools away.





Casey CHECKED her PROGRESS often. She wanted to be sure that the house was sturdy and strong. She checked the sizes of everything to be sure that the dolls and furniture would fit. Finally, Casey checked to see that she was working as quickly as she had hoped. She did want to be on schedule. Casey soon noticed that her work was taking more time than she had expected. She would have to MODIFY her GOAL. Casey knew the best way to do this would be to finish the house in six weeks instead of three.

When her birthday finally came, Casey was proud to know that she was working carefully on a project that would last for years. She knew that her real GOAL would be . . .



. . . A WISH COME TRUE.

B5-DMGA-5

Claudette, Ronald, and Sylvia: The School Play

CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

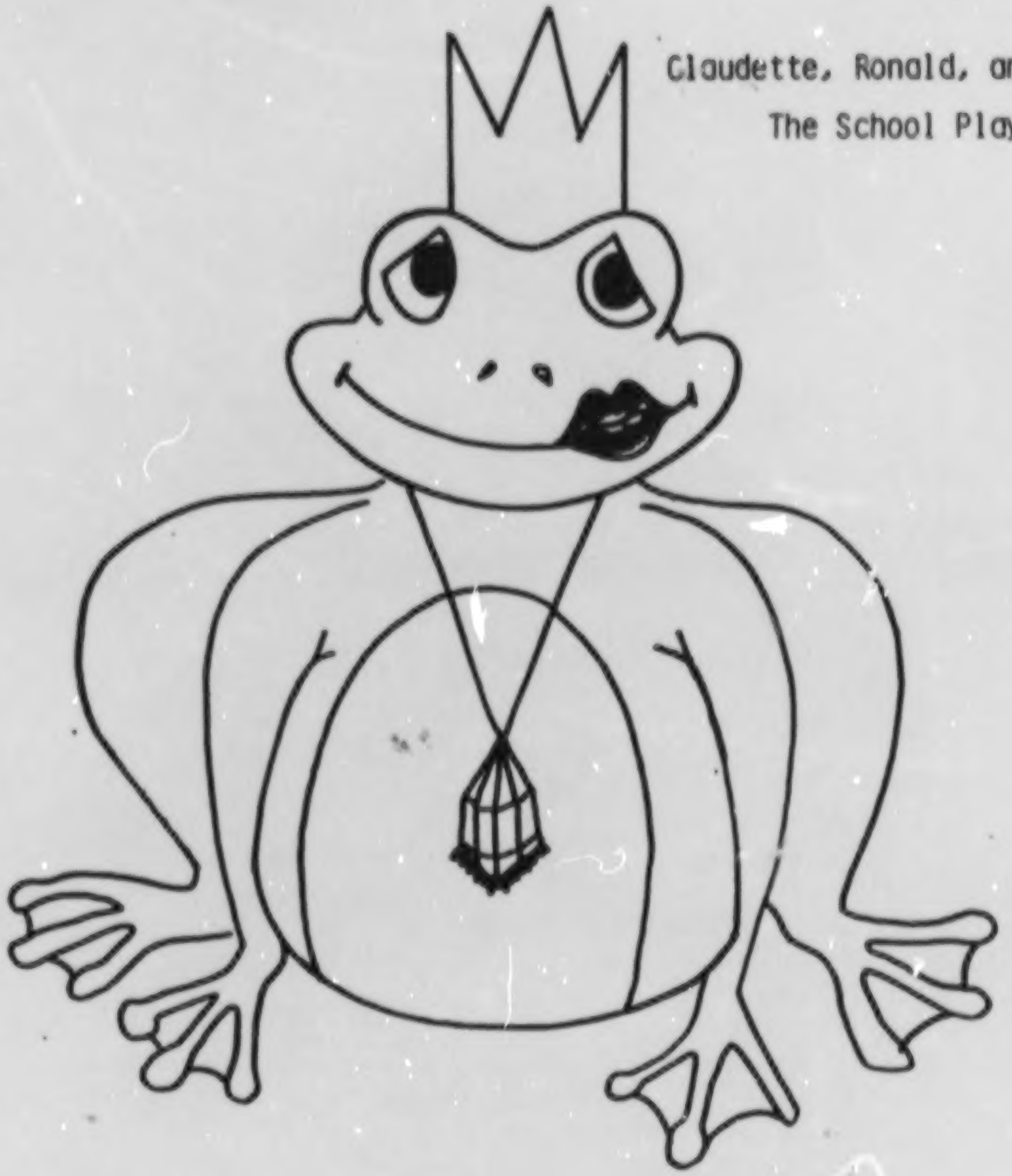
Read the story, and notice how the people follow each step of the Decision Making/ Goal Attaining Pathway and Mountain.

Materials:

Included:
  Story
  Pictures

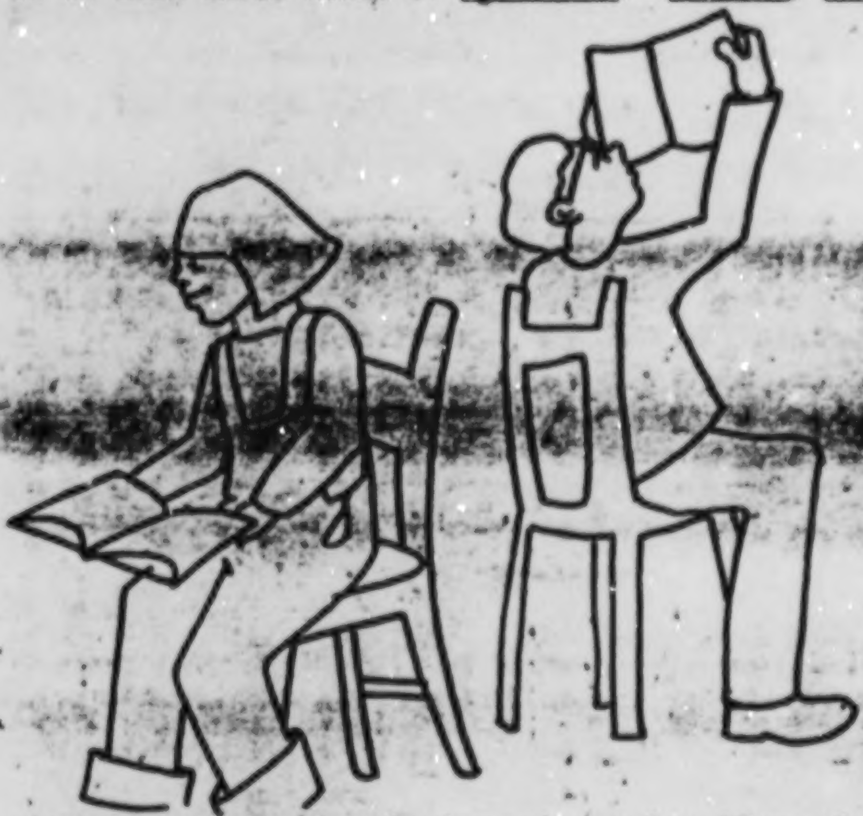
Needed:
  None

Claudette, Ronald, and Sylvia:
The School Play

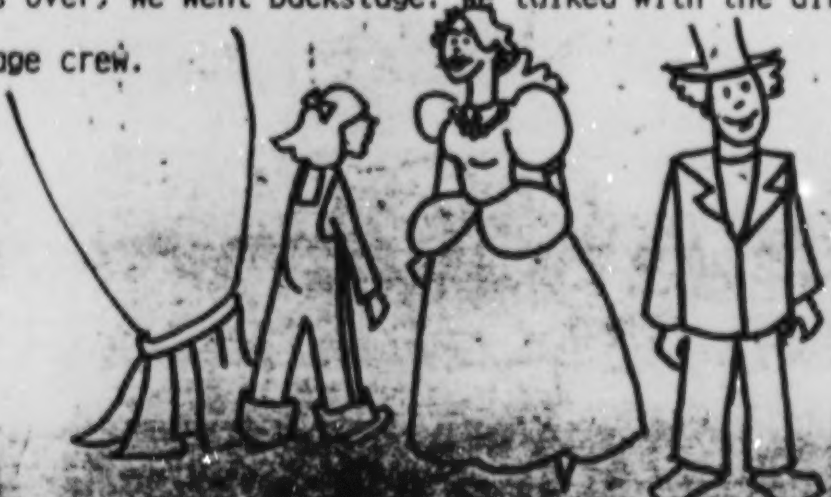


We wanted to put on a play at school. But we didn't know how to do it. So we used three kinds of RESOURCES: READING, EXPERIENCE, and PEOPLE.

First, we read books about putting on plays.



Then, we went to a professional play rehearsal. After the rehearsal was over, we went backstage. We talked with the director, actors, and stage crew.



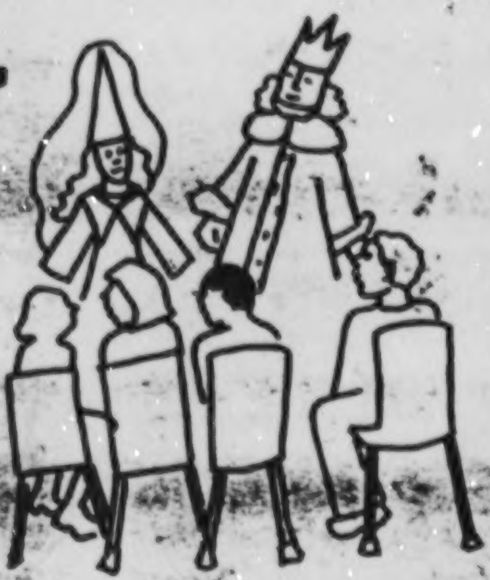
Learning about plays [illegible] fun.

[illegible] required HELPERS. So,
[illegible]

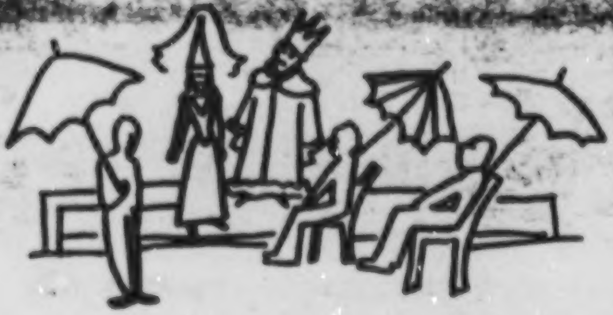
We figured out the TIME NEEDED and it would take two months. Our only OBSTACLE was that our school had no stage. We had to figure out possible ways around it.

We came up with three [illegible] spent some time talking over [illegible] of [illegible]

(1) We could have used the stage at another school. But we'd all have had to spend a lot of time traveling. Our teacher would have given us extra homework to make up for travel time out of class.



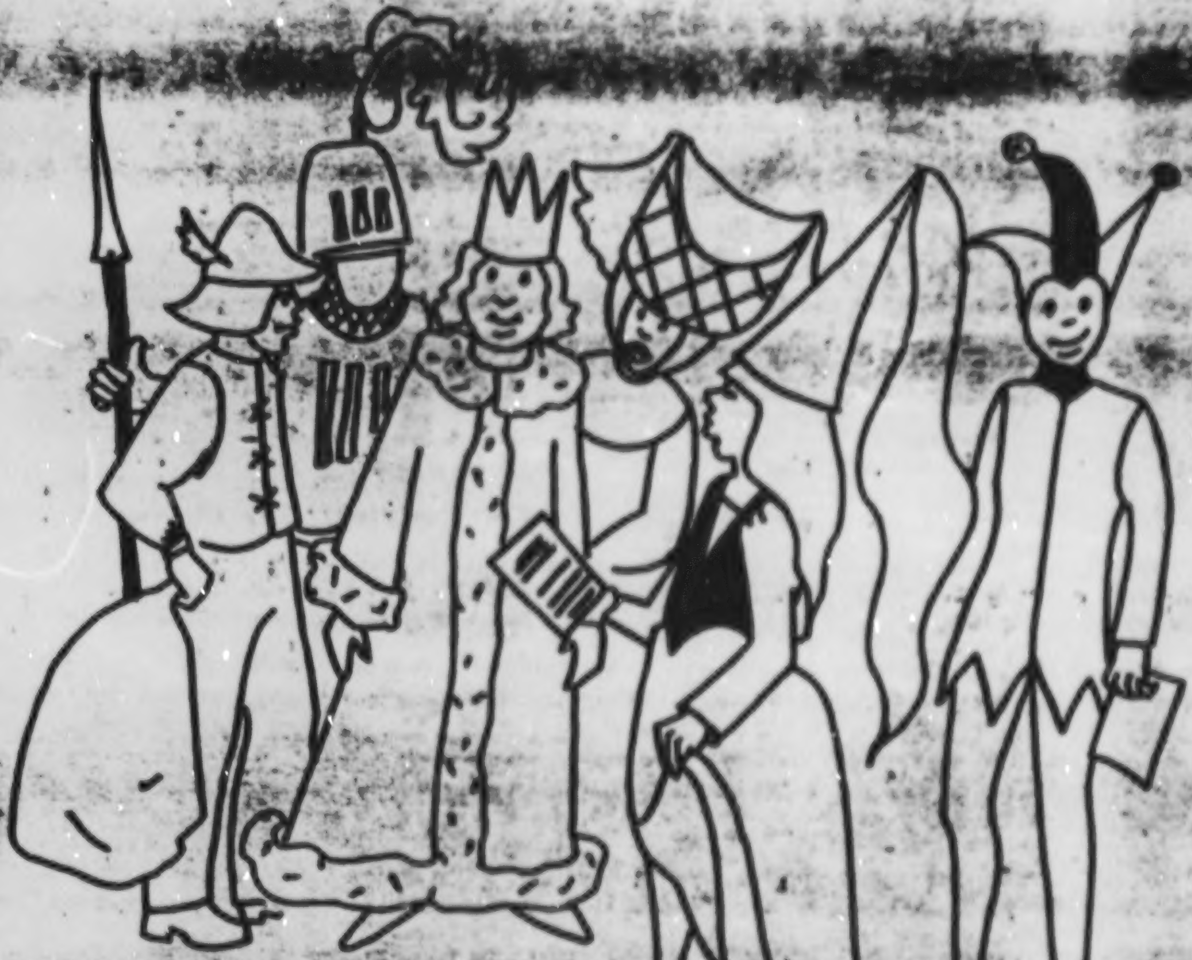
(2) We could have put the play on in our lunchroom. But we knew it wouldn't look professional. Fewer people could attend because the [illegible] wasn't as big as our theater.



(3) We could have put the play on outside. But suppose it rained? We knew the sound wouldn't carry as well as it would on a stage. We wanted to feel as good about what we did as we could.

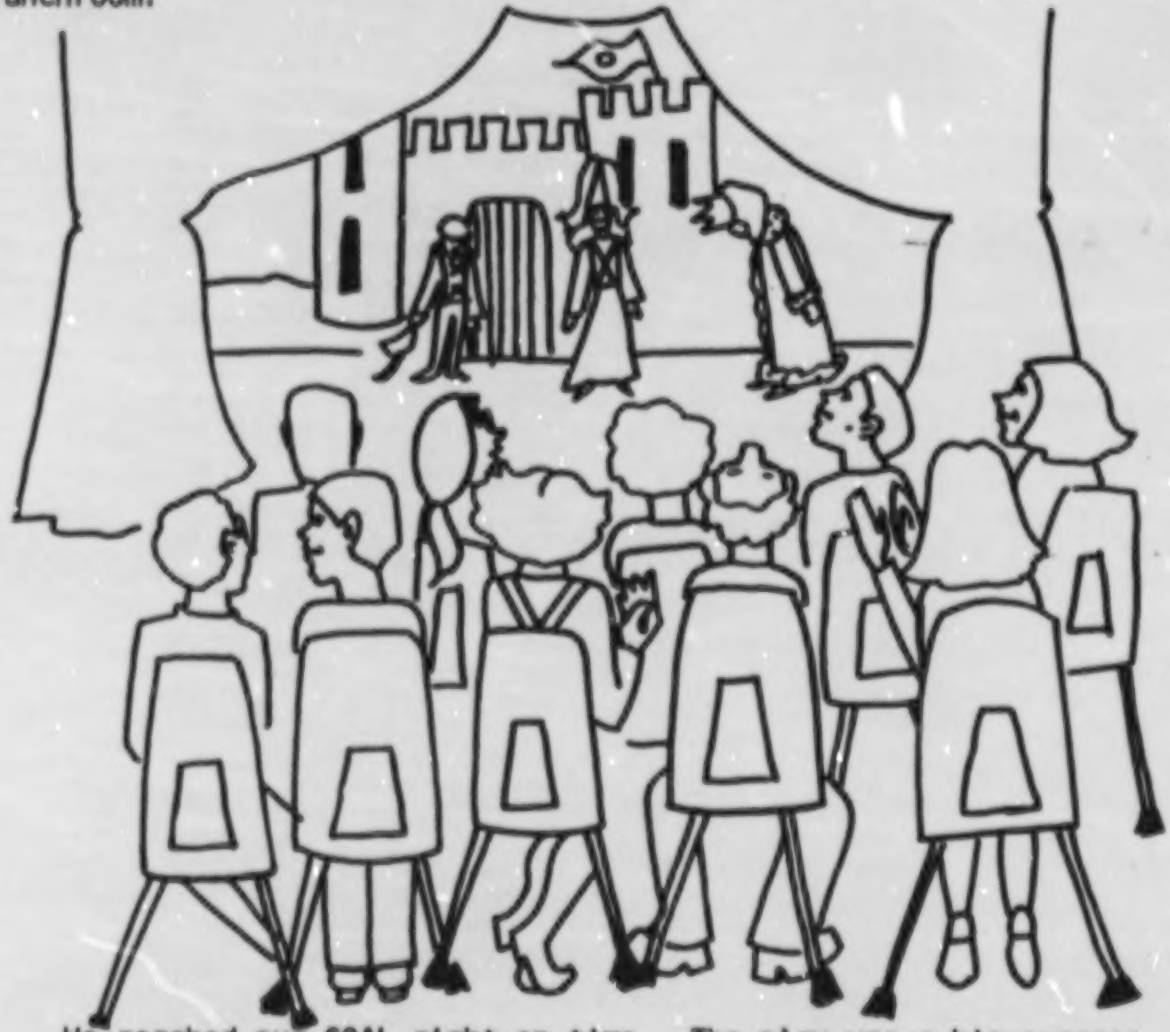
We VALUED free time after school, and not having to yell when we performed. We decided to put the play on in the lunchroom.

First, we PLANNED where the stage would go. Then, we picked where the audience would sit. Next, we picked the kids, who would have parts in the play. We chose the kids who would plan and make sets. We selected one kid to be in charge of props and costumes.



Then, we put our plans into ACTION. We practiced our parts. We painted sets. We found the props and costumes we needed.

Every now and then we took out a little time to CHECK our PROGRESS. Were the actors learning their parts quickly enough? Were the tickets selling? How did the stage props and backdrops look? Would we have to MODIFY our GOALS in any way? By checking our progress, we knew that we wouldn't have to change our goals. We could put on a play in the school lunchroom.



We reached our GOAL right on time. The play was a big success. Working hard had its reward. We had such a good time that we wrote this story to share our experiences with you. Do you think you'll ever put on a play?

B5-DMGA-6

Curbside Mechanics

CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

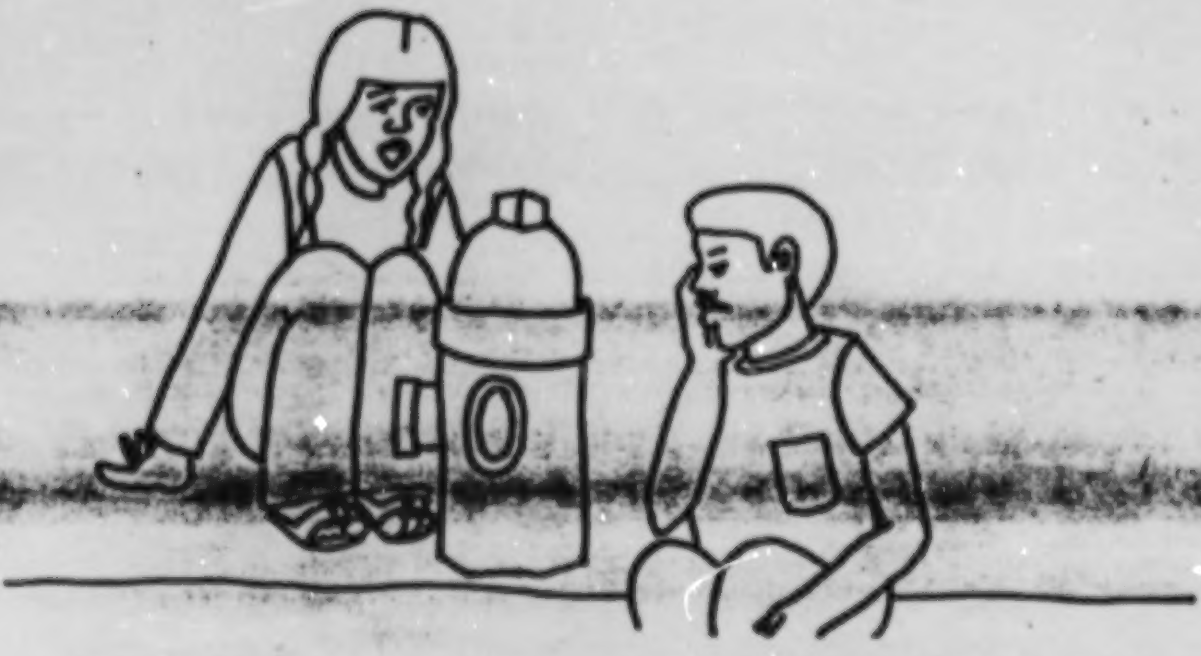
Read the story, and notice how the people follow the steps of the Decision Making/Goal Attaining Pathway and Mountain.

Materials:

Included:
Story
Pictures

Needed:
None

CURBSIDE MECHANICS



Nita walked down the street and saw Reggie sitting on the curb holding his head up with his hands. "WHAT'S GOING ON?" she asked.

"Hi, Nita. I want to get my bike fixed. I think the chain is busted, but I'm not even sure that's the problem."

"Don't you know that PEOPLE are great RESOURCES? I'm very experienced when it comes to fixing bikes, you know."

"Hey, I never even thought of asking you to help. I've just been relying on my own EXPERIENCE, which is not much. That is, I ride other bikes and see how they feel different. That's how I figured it might be the chain."

"There's also READING. We could look at manuals over at the bike repair shop to see what the different parts are, and what they do," explained Nita.

"That's a good idea."

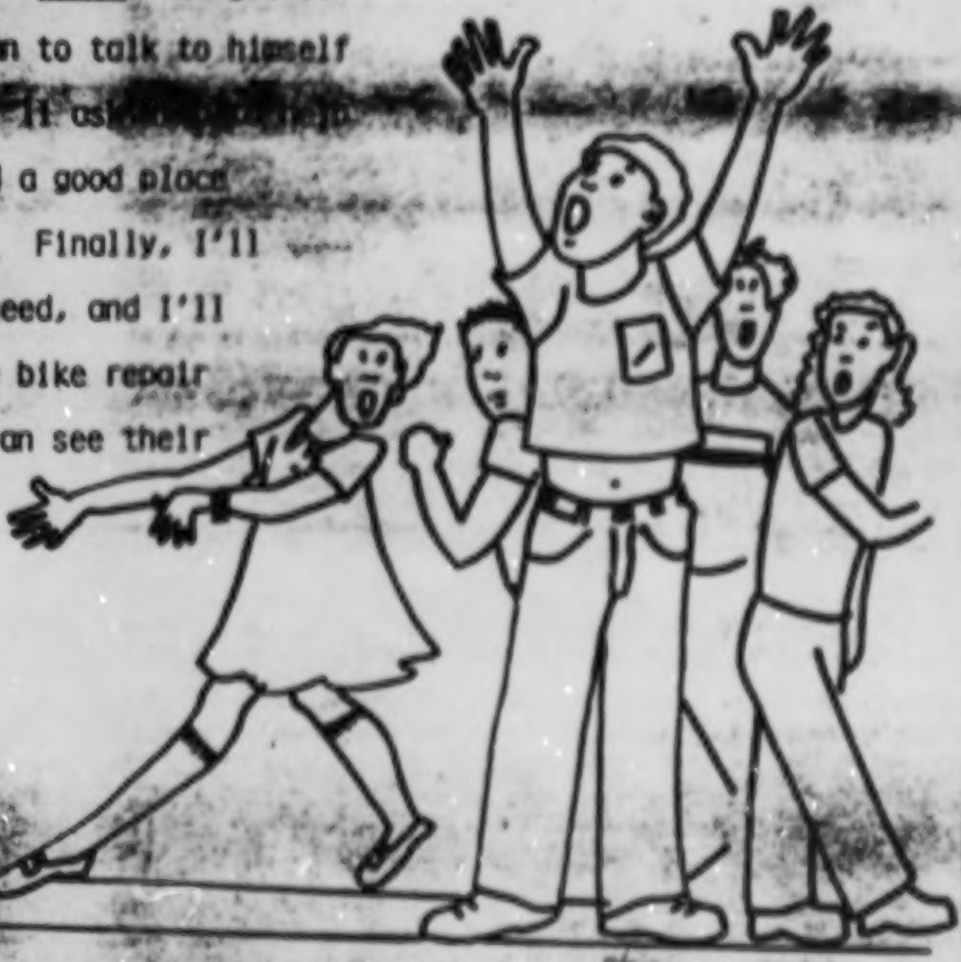
Reggie walked toward home. He felt better. Talking with Nita had helped him. He had been able to FIND OUT that he had HELPERS like Nita and the workers at the bike shop. Nita was an experienced bike fixer. The workers at the bike shop had manuals and spare parts. He realized that one OBSTACLE was that he'd never fixed a bike before. He figured that even if he had help, the TIME he NEEDED to fix his bike would be at least a whole afternoon.

Reggie sat down on a curb. He thought about his OPTIONS AND the OUTCOMES of each.

"If I fix the bike myself, I'll make lots of mistakes. I'll learn a lot, though. Hmmm. Of course, I could take it to the bike repair shop and let them fix it, but that'll cost a lot of cash, and I won't learn as much. I could ask Nita to fix it for me. That way, it will get fixed in a short time, but then I'll owe her a favor, and . . . .

"Hey! Maybe I could work on the bike with Nita! That way, I'll still learn a lot, and we'll have fun, too." Reggie thought it was a good idea. He thought that it felt like the right thing to do because he valued taking care of his own things while having fun working. KNOWING VALUES really does help me DECIDE. I'll work on the bike with Nita, if she wants to.

Reggie made some PLANS. He got so excited that he began to talk to himself out loud. "First, I'll ask [illegible] help me. Then, I'll find a good place to work on the bike. Finally, I'll gather the tools I need, and I'll ask the folks at the bike repair shop if Nita and I can see their manuals."



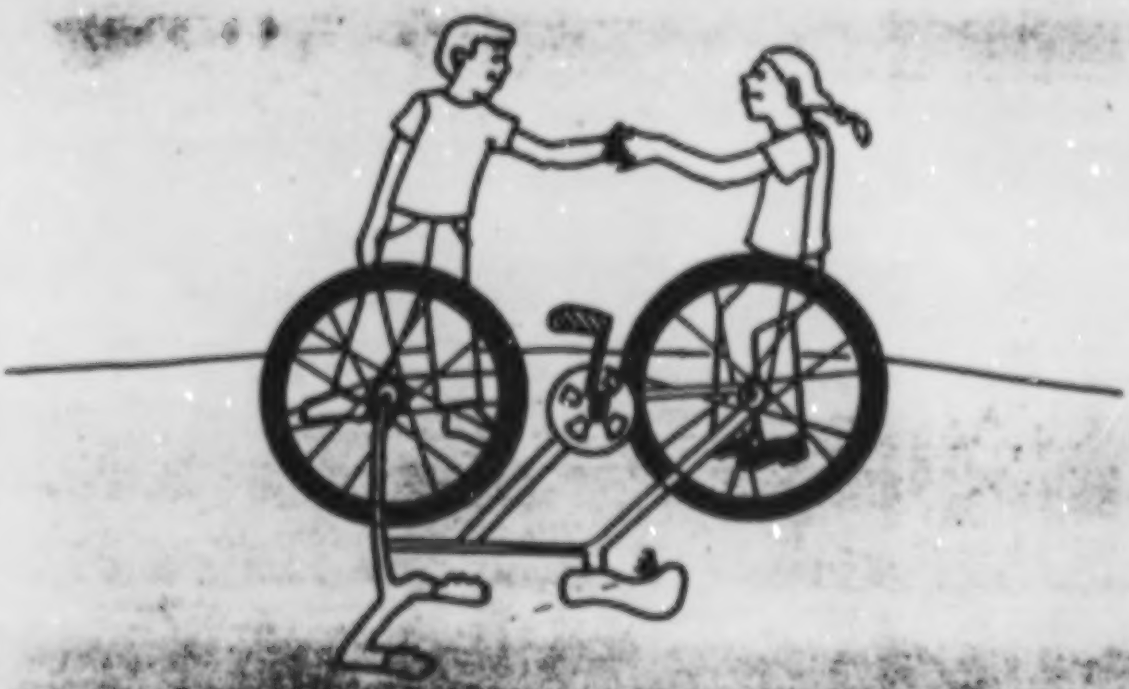
Reggie stood up suddenly and frightened the small children who had crowded around to look at the boy [illegible] talking out loud to himself on the curb.

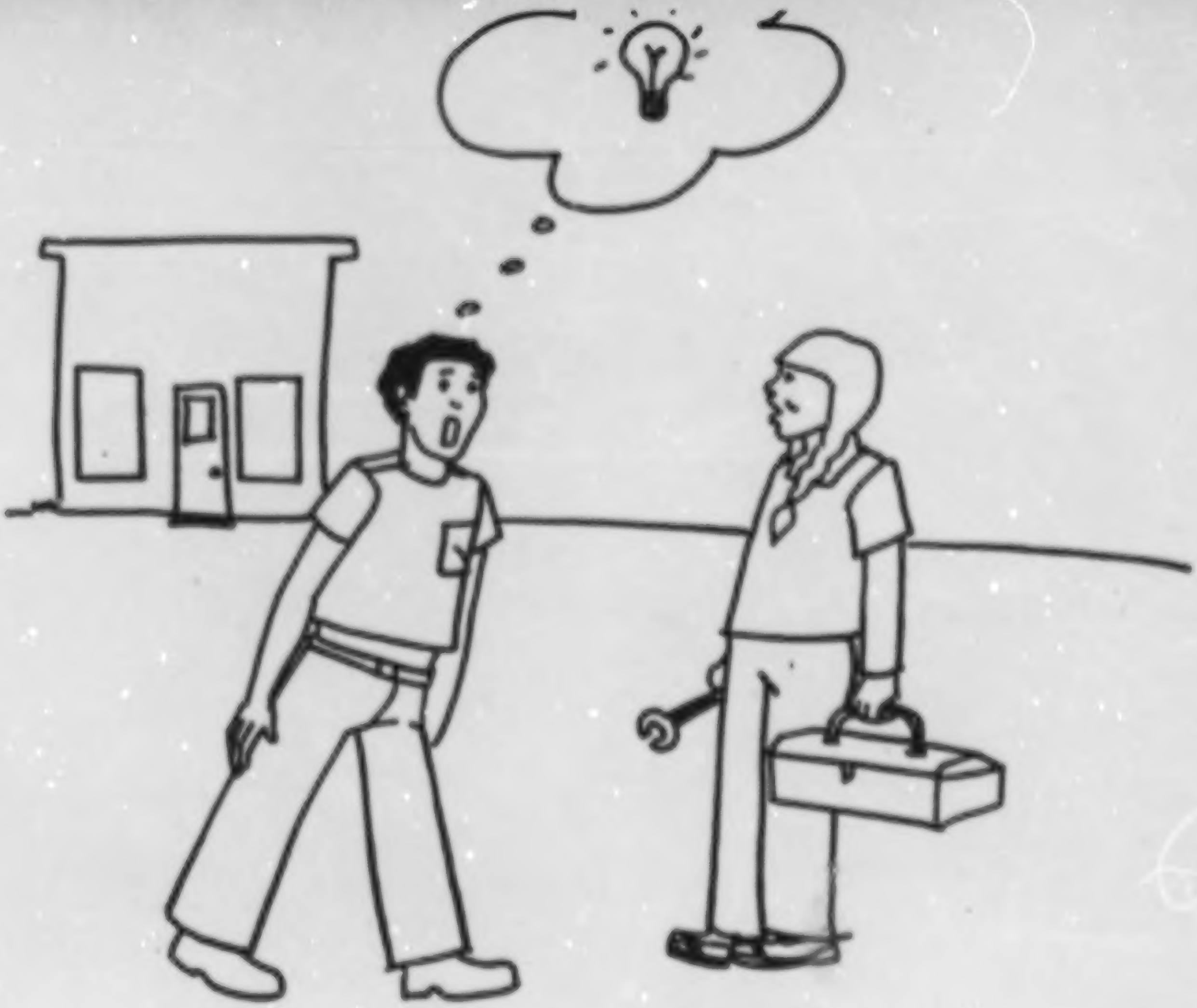
When Reggie and Nita got around to ACTING on Reggie's decision, they took the bike apart carefully, piece by piece. According to the manuals, and their own observations, they knew they'd have to buy a new bike chain from the repair shop. Finally, they replaced the bicycle chain.

"Well, it looks like we're done. I really had fun, Reggie." Nita wiped her greasy hands for the last time on the rag that stuck out of her pocket. "And now it's time to CHECK our PROGRESS.

Reggie tested the chain. "Fits nice and snug," he said. "Now let's check it to see if it looks like the picture in the manual."

"Well, let's ride the boke over to the shop and see how it feels, too." Reggie and Nita looked at each other, grinned, then shook hands.





"That's a good job, partner. You know, we really enjoyed reaching our GOAL. What do you say we build a bike from scratch?"

"Wow, good idea. We could scrounge up used parts and work on the weekends," said Nita. "Starting next Saturday?"

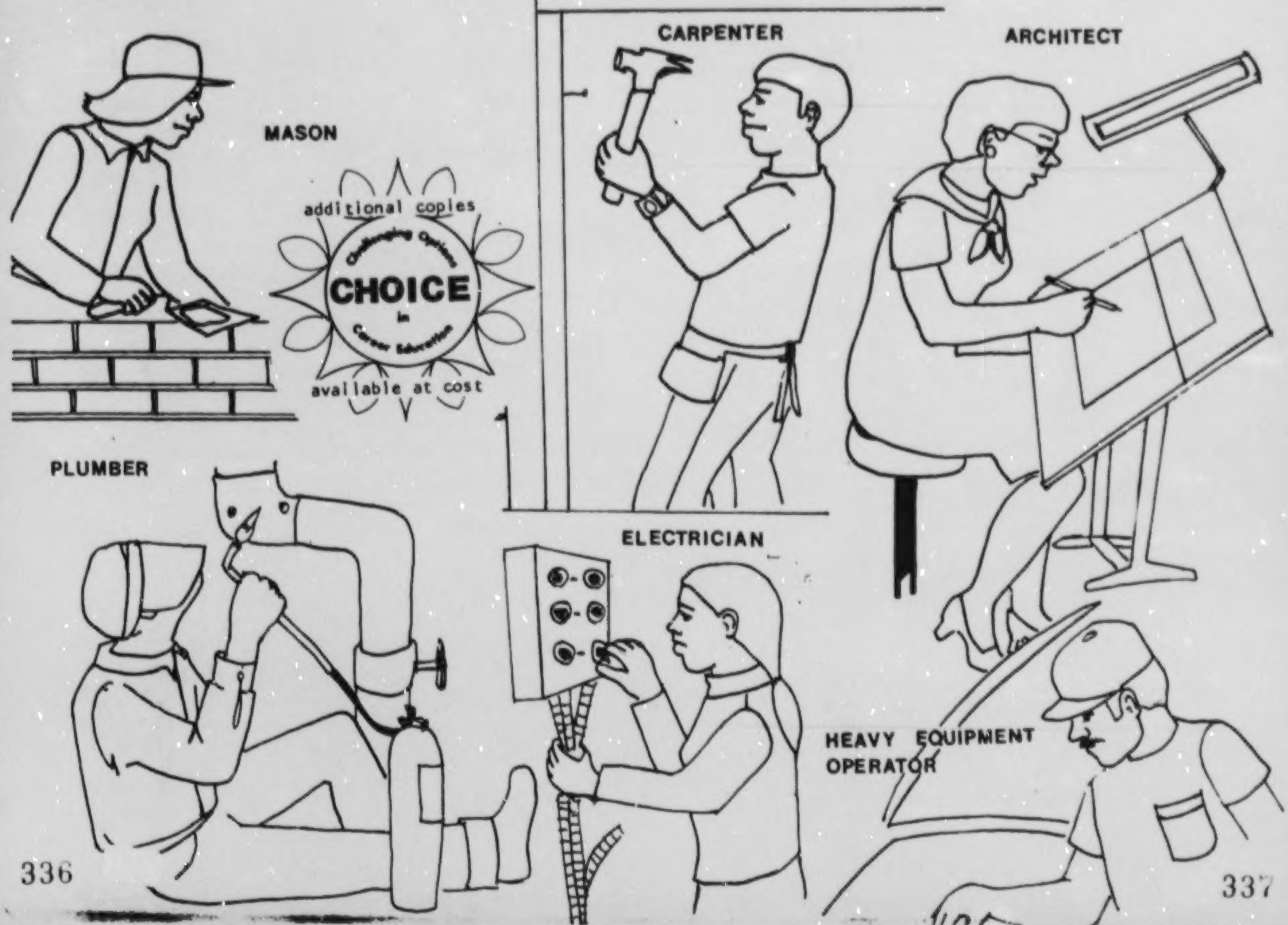
"Starting next Saturday," laughed Reggie and Nita.

"Nothing like a NEW GOAL, huh?"

"It will keep you off the curbs!"

Level B5

CONSTRUCTION


MASON
CARPENTER
ARCHITECT
PLUMBER
ELECTRICIAN
HEAVY EQUIPMENT OPERATOR

additional copies
Challenging Options
CHOICE
in
Career Education
available at cost

B5-DMGA-7

Hoot! Hoot! Hooray!

CONSTRUCTION
COMMUNICATION & MEDIA

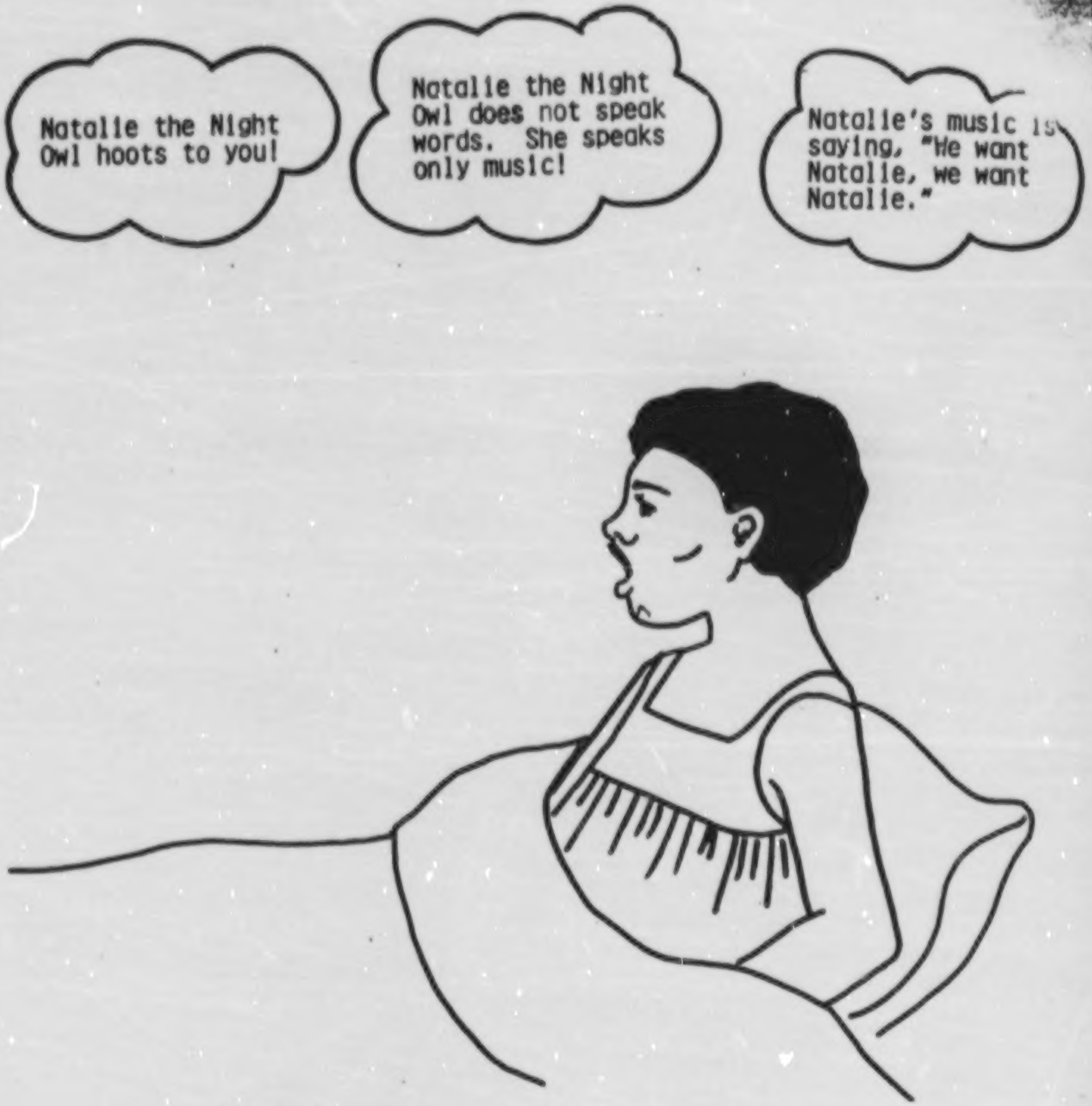
Directions:

Read the story, and notice how Natalie follows the steps of the Decision Making/ Goal Attaining Pathway and Mountain.

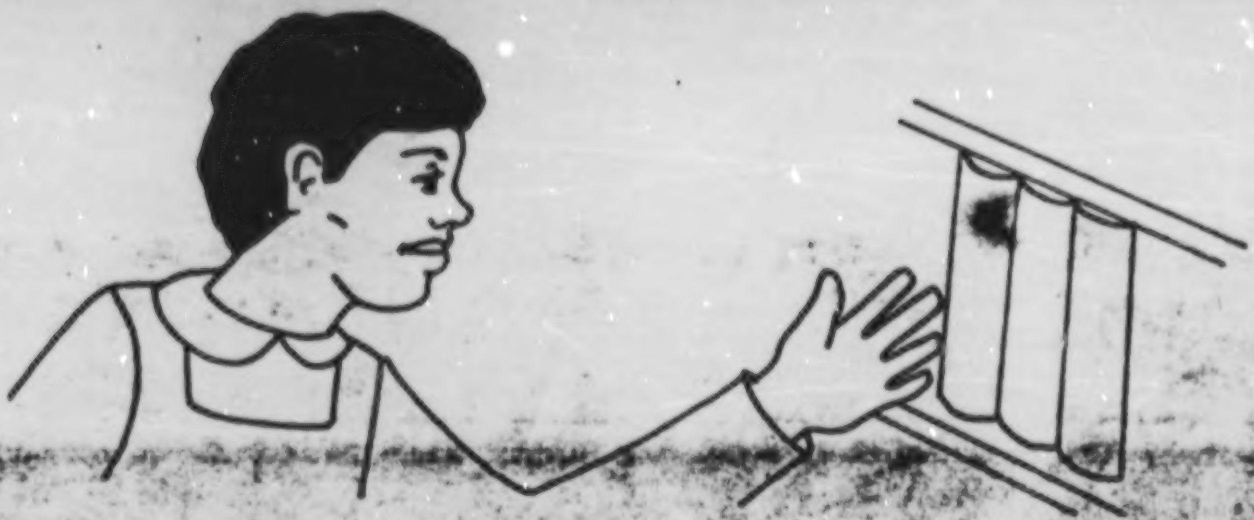
Materials:

Included:
  Story
  Pictures

Needed:
  None

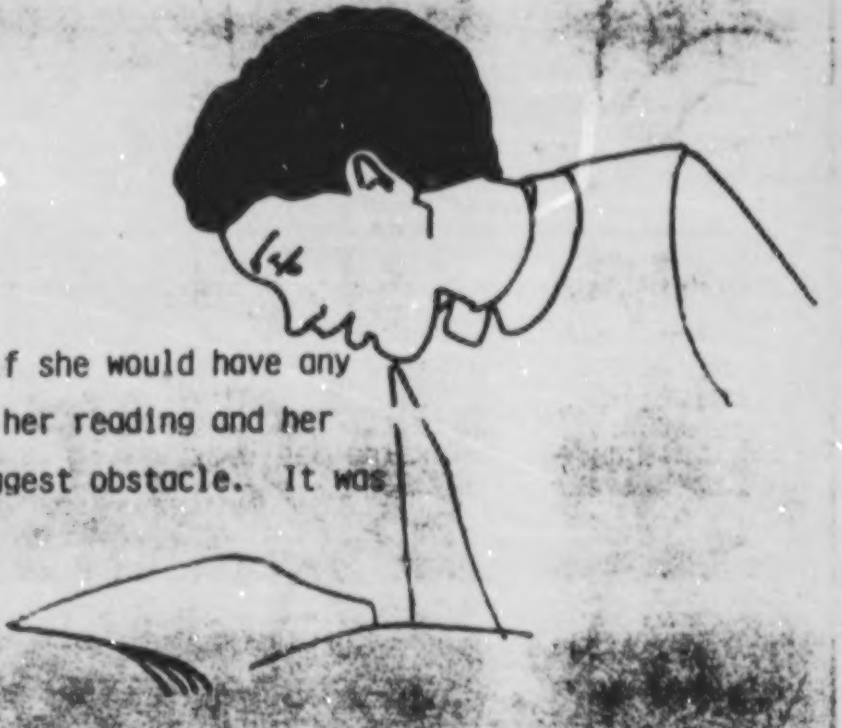

Natalie the Night Owl hoots to you!
Natalie the Night Owl does not speak words. She speaks only music!
Natalie's music is saying, "We want Natalie, we want Natalie."

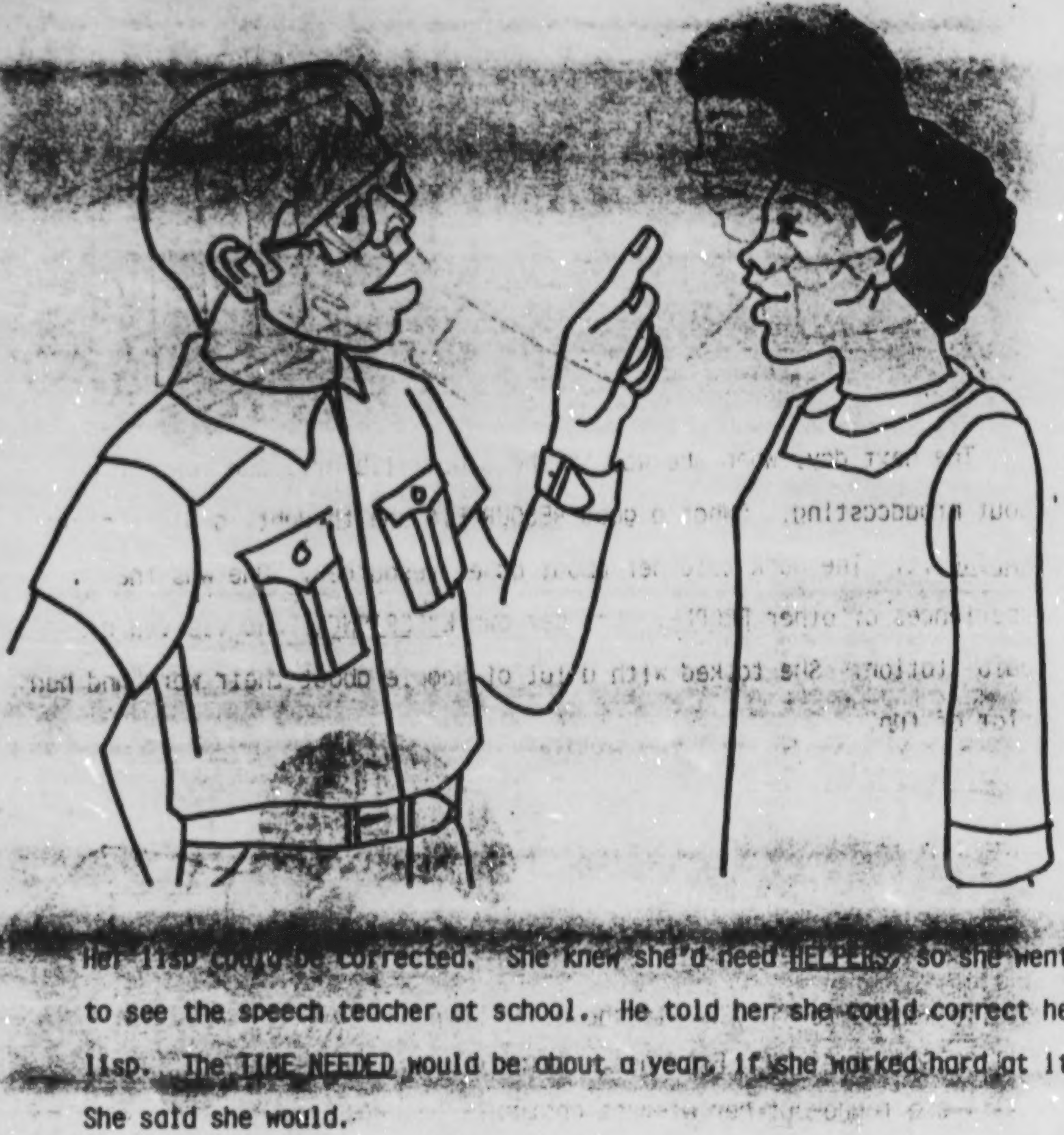
Natalie woke up! What an exciting dream! Why, it was the most wonderful dream she had ever had. "WHAT'S GOING ON?" she thought. Then suddenly she knew! She wanted to work in the broadcasting field.



The next day, when she was in the school library, she found a book about broadcasting. "What a good RESOURCE," she thought, and she started READING it. The book told her about other resources. One was the experiences of other PEOPLE. For her own EXPERIENCE, she visited a radio station. She talked with a lot of people about their work and had a lot of fun.

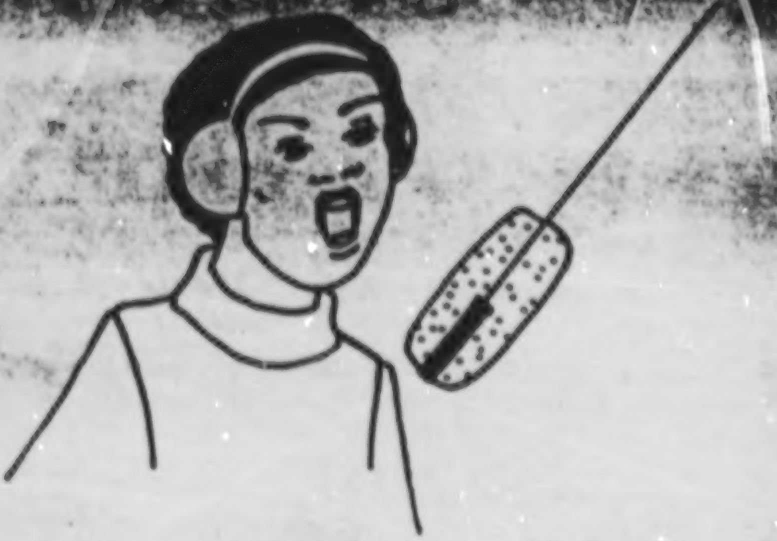
Natalie wanted to FIND OUT if she would have any OBSTACLES in her way. From her reading and her visit, she found out her biggest obstacle. It was her lisp.





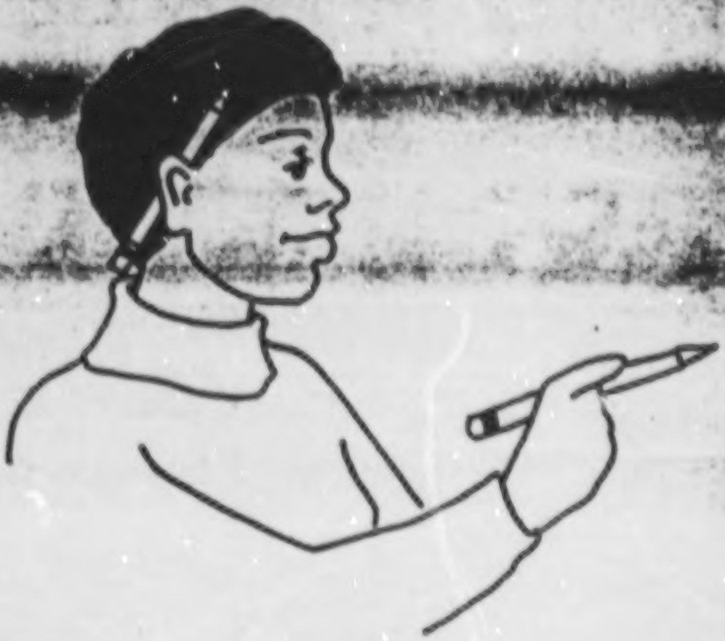
Her lisp could be corrected. She knew she'd need HELPERS, so she went to see the speech teacher at school. He told her she could correct her lisp. The TIME NEEDED would be about a year, if she worked hard at it. She said she would.

That night, when Natalie went to bed, she thought about her OPTIONS.



"If I correct my lisp, I can become a disc jockey. Then lots of people would hear me, and they would all know who I am," she thought.

"I could study to be a sound technician. I would learn a lot about sound, although not many people would get to know me."



"Or I might become a script writer. I'd learn a lot about writing, and I wouldn't have to correct my lisp. What do I really want to do," she wondered.

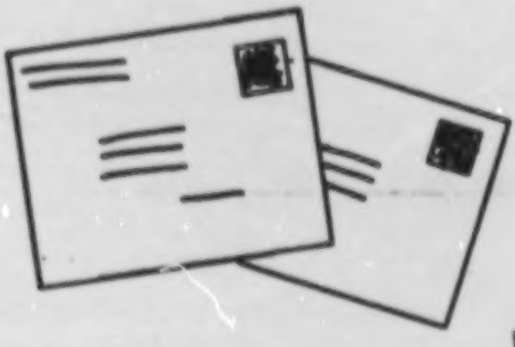
"Do I KNOW MY VALUES?" she wondered. "I know I value improving myself. I also know I value music and other people. Can these values fit together for me?" she wondered. Natalie fell off to sleep.

The next morning, when she woke up, she couldn't remember any dreams. But, she did know what she wanted to be! She had DECIDED to become a disc jockey.

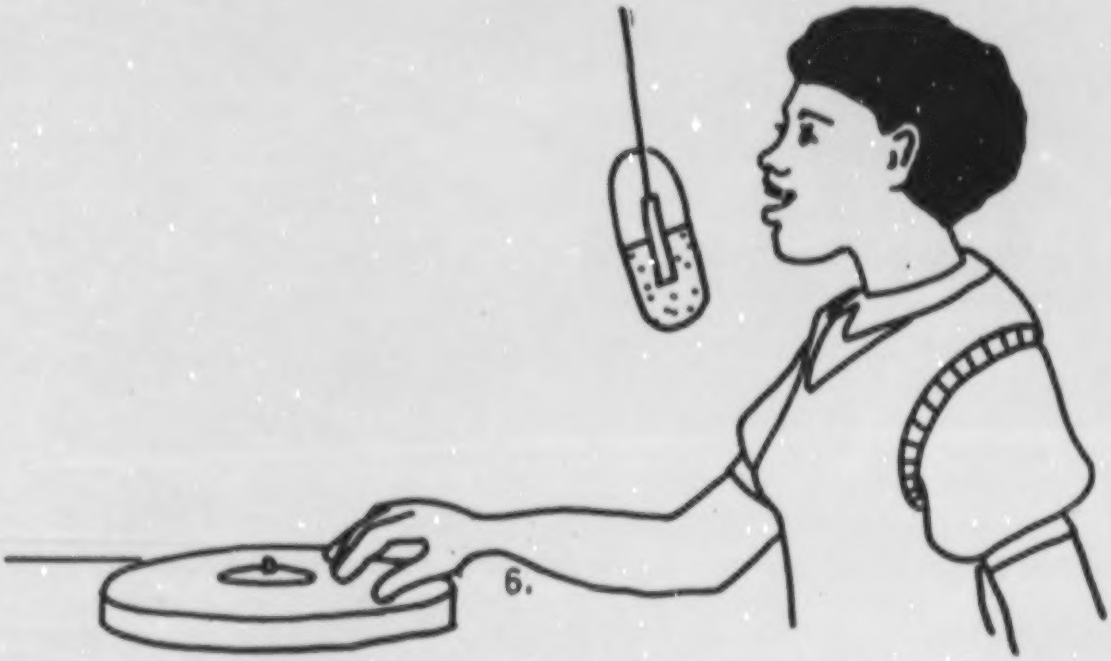
She made a PLAN. She would work at a radio station, and would work hard with the speech teacher. She would also talk in front of groups whenever she could.

Natalie began to ACT. She filled out forms to go to broadcasting schools and forms to get money for school. She also visited many schools, and she got a job to save money.

Natalie CHECKED her PROGRESS often. She checked to see if her lisp was going away. She watched the mail to see what schools might accept her. She wondered if she might have to modify her goal.



Natalie worked hard, and things went well for her. She REACHED HER GOAL. She became a disc jockey for radio station WQRT. Guess what she calls herself? Natalie, the Night Owl!



B5-DMGA-8

Think and Do--It's Up to You

CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

1. Read the 4 stories in B5-DMGA-4, B5-DMGA-5, B5-DMGA-6, and B5-DMGA-7.

2. Follow the directions inside to play a card game.

Materials:

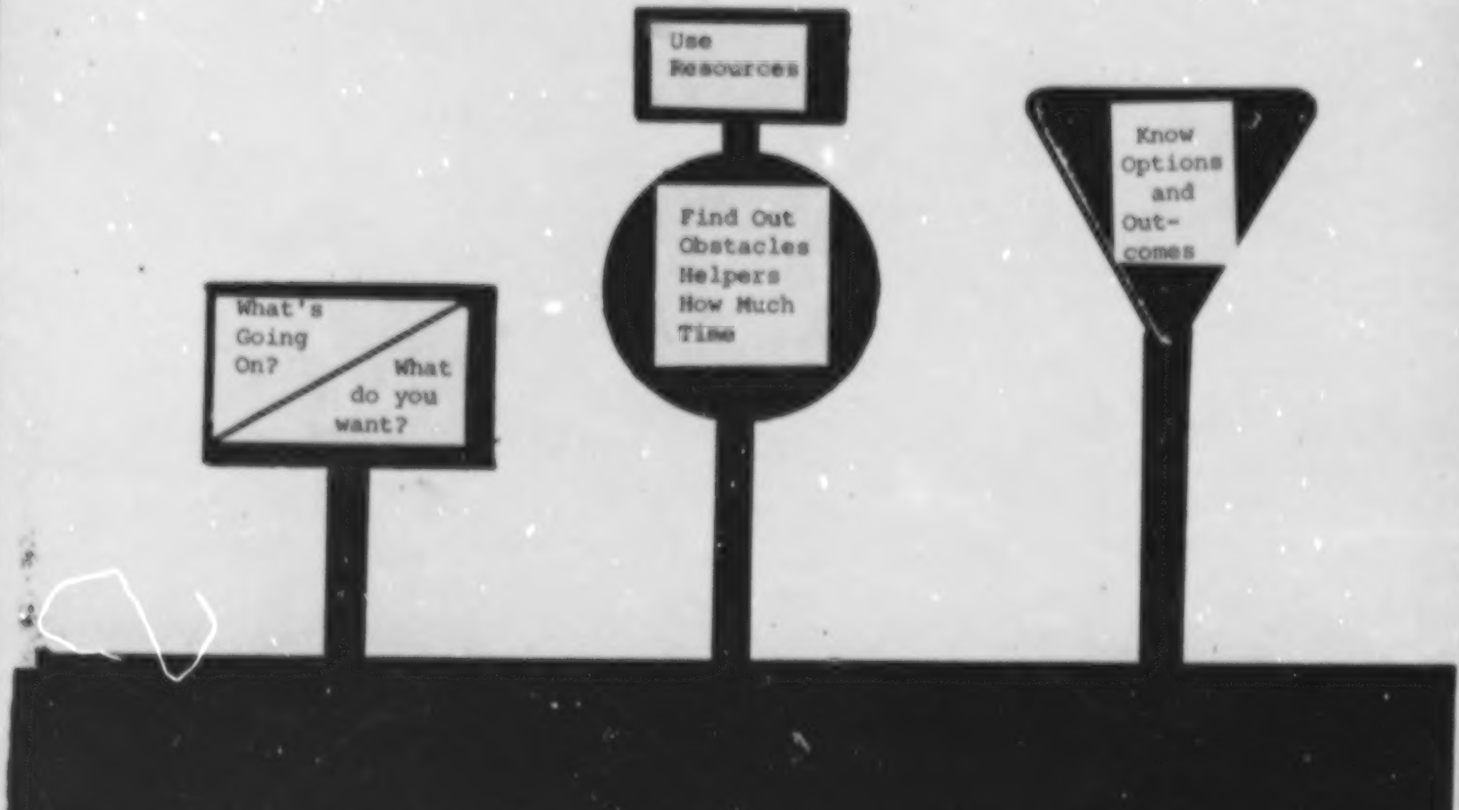
Included:
4 Game boards
40 Playing cards

Needed:
B5-DMGA-4
B5-DMGA-5
B5-DMGA-6
B5-DMGA-7

DIRECTIONS

SET UP:

1. Choose and read one of the goal stories ("Birthday Building," "Curbside Mechanics," "Hoot! Hoot! Hooray!" "The School Play"). The name of the story you choose will be the name of the card suit you play in this game. Keep the story to use as a reference while you play.
2. Take one Decision Making/Goal Attaining Pathway and Mountain game board.
3. Shuffle and deal 4 cards to each player. Players put their 4 cards sign-side-up along the top edge of their game boards.
4. Put the remaining cards sign-side-up in a deck between the game boards. Make a discard pile next to the deck, with all cards placed sign-side-up.


What's Going On?
What do you want?
Use Resources
Find Out Obstacles Helpers How Much Time
Know Options and Out-comes

BIRTHDAY BUILDING

Measure and mark all wood carefully according to scale drawing.

Saw and assemble house parts.

Put tools away.

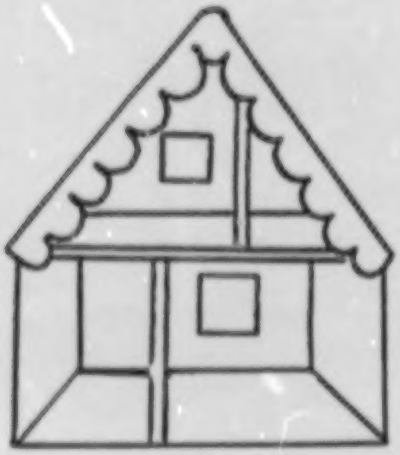
B5-DMGA-8

BIRTHDAY BUILDING

I want a doll house.

B5-DMGA-8

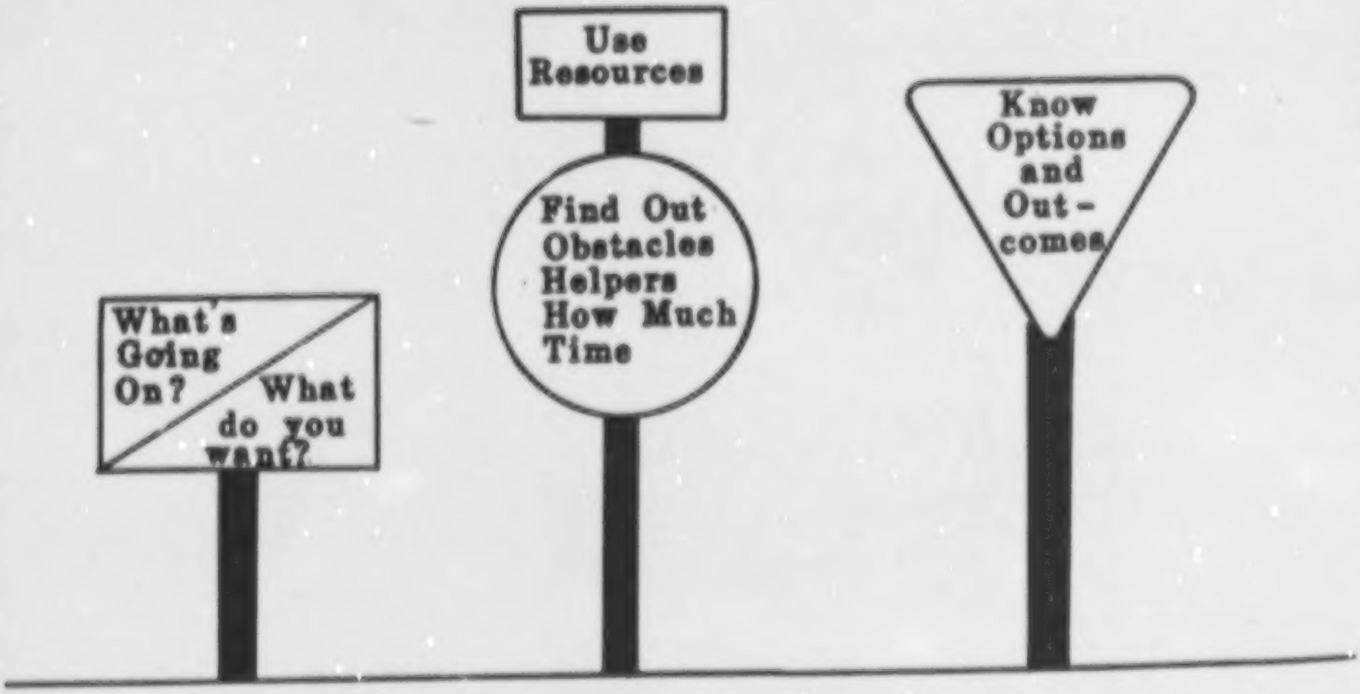
BIRTHDAY BUILDING

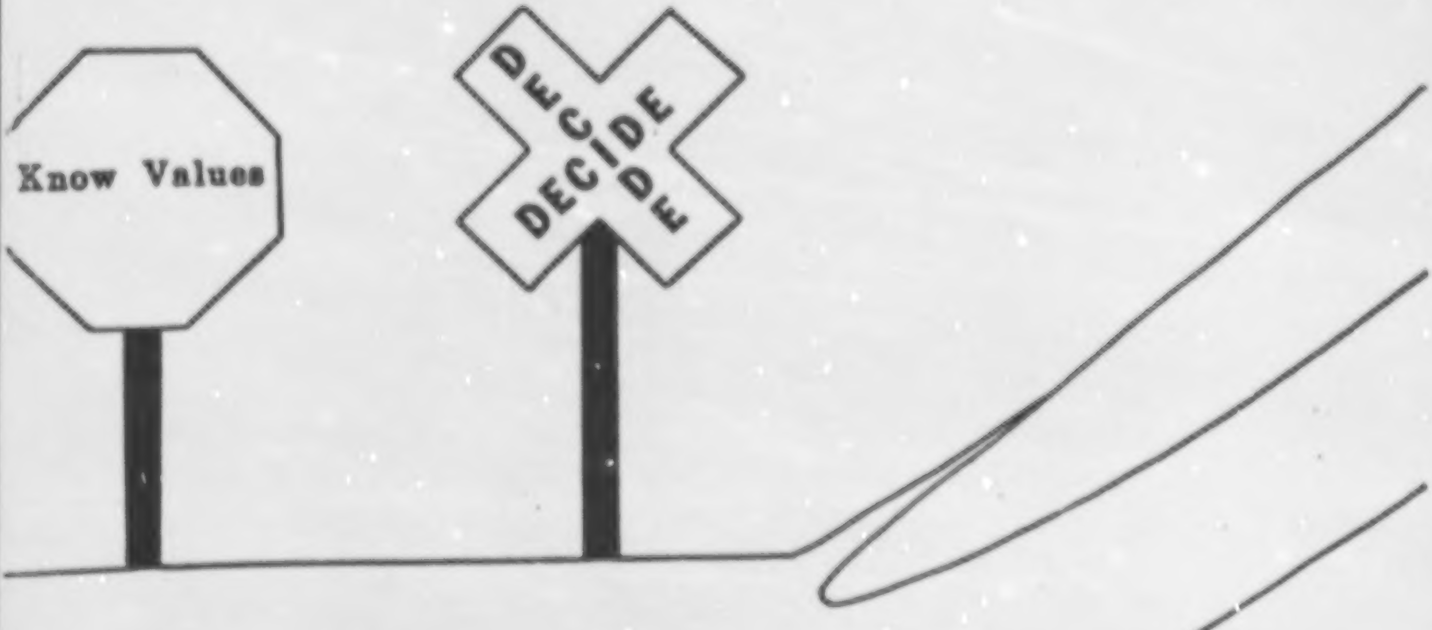


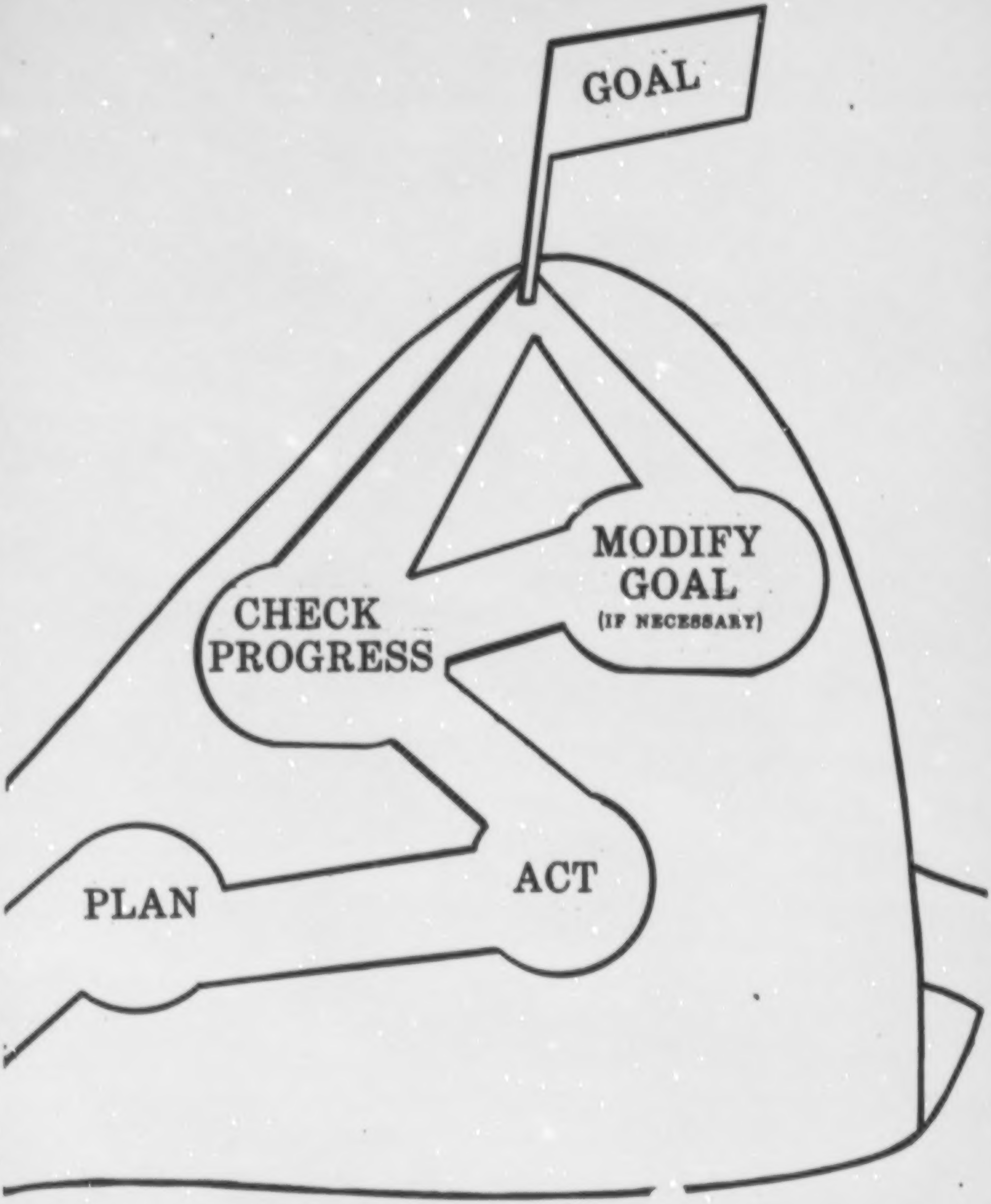
The Finished Doll House

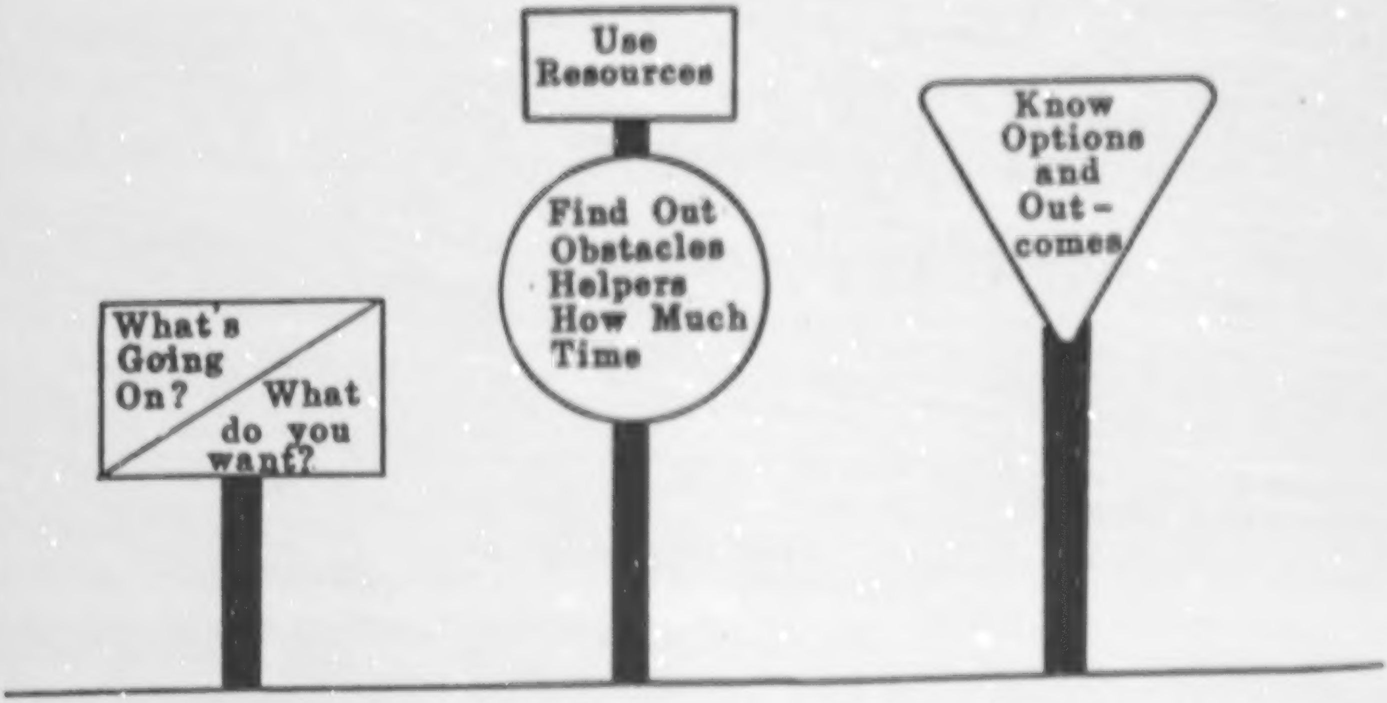
B5-DMGA-8

Cut out 3 cards on vertical and horizontal lines.


What's Going On?
What do you want?
Use Resources
Find Out Obstacles Helpers How Much Time
Know Options and Out-comes


Know Values
DECIDE
DECIDE


GOAL
MODIFY GOAL (IF NECESSARY)
CHECK PROGRESS
ACT
PLAN


What's Going On?
What do you want?
Use Resources
Find Out Obstacles Helpers How Much Time
Know Options and Out-comes

THE SCHOOL PLAY

Rehearse regularly.

Rig a stage: backdrops and props.

Do publicity and sell tickets.

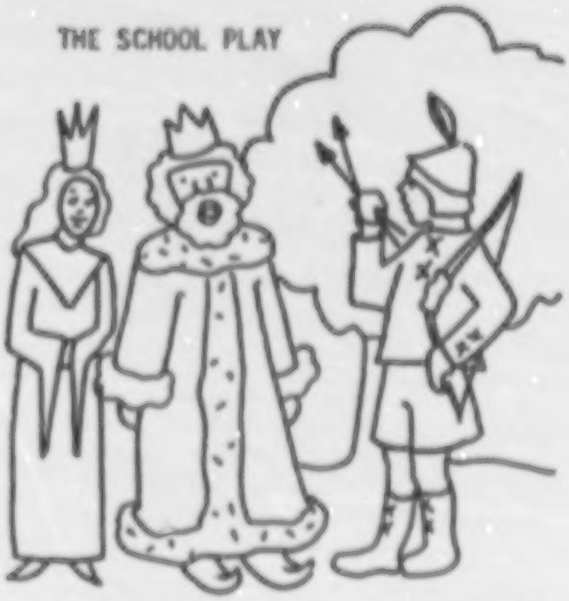
B5-DMGA-8

THE SCHOOL PLAY

We want to put on a play at school.

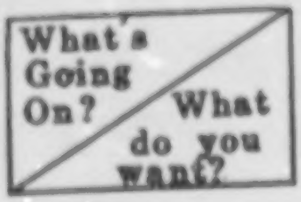
B5-DMGA-8

THE SCHOOL PLAY

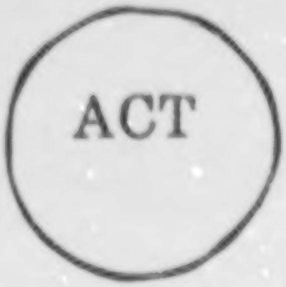


B5-DMGA-8

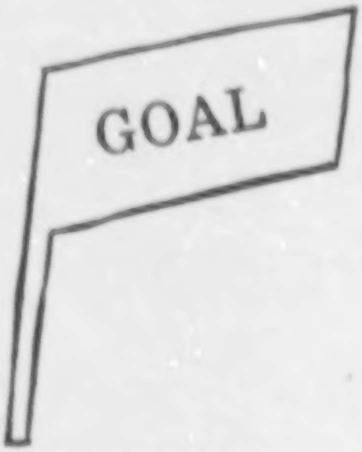
Cut out 3 cards on vertical and horizontal lines.


What's
Going
On?
What
do you
want?

B5-DMGA-8

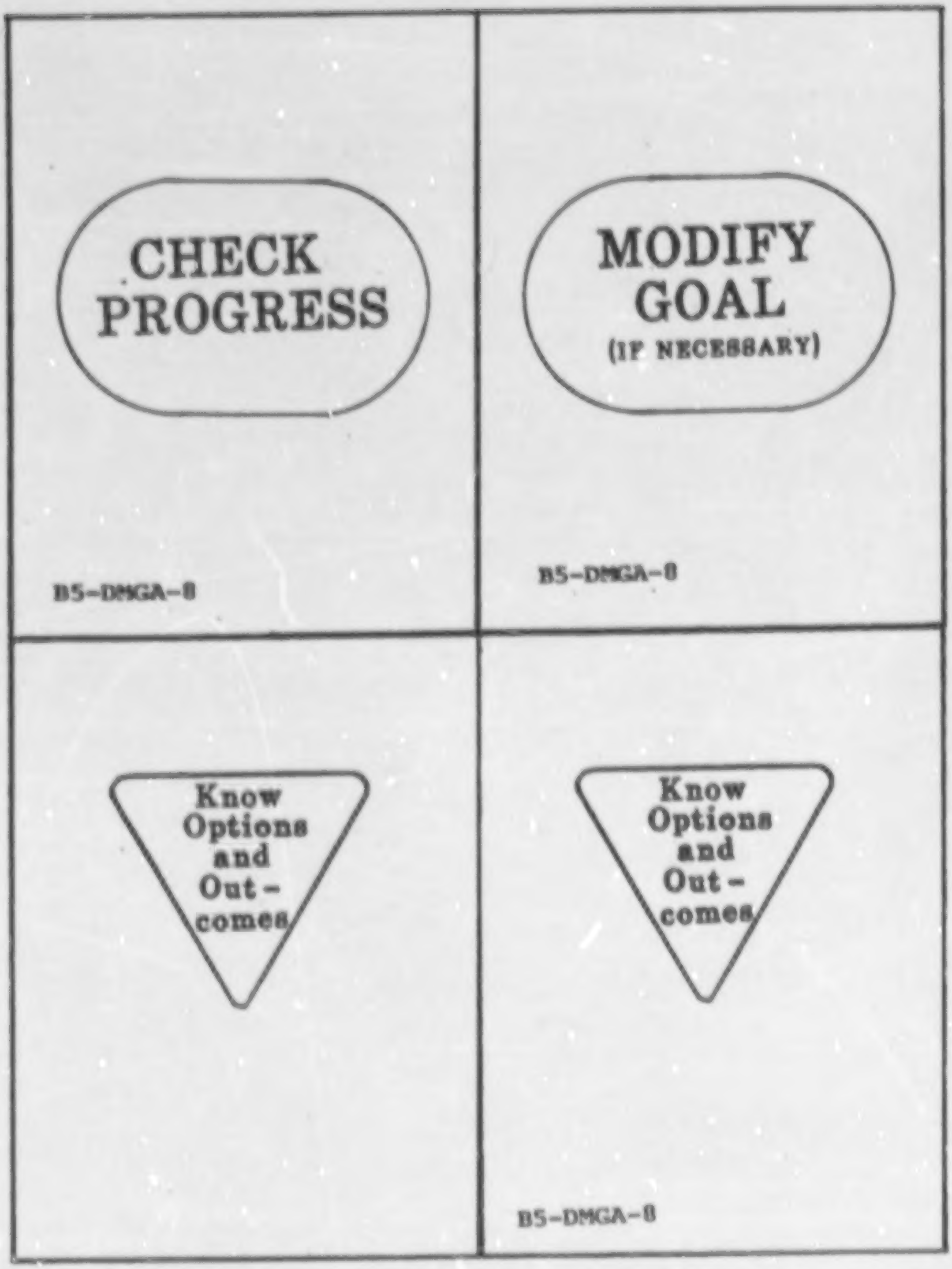


B5-DMGA-8



B5-DMGA-8

Cut out 3 cards along vertical and horizontal lines.


CHECK PROGRESS
B5-DMGA-8
MODIFY GOAL
(IF NECESSARY)
B5-DMGA-8
Know Options and Out-comes
Know Options and Out-comes
B5-DMGA-8

Cut out 3 cards along vertical and horizontal solid lines. Fold double card along broken line.

BIRTHDAY BUILDING

New Goal: Make a doll house in 6 weeks instead of 3.

B5-DMGA-8

BIRTHDAY BUILDING

Is all work going on schedule?

Do dolls and furniture fit inside?

Is the doll house sturdy?

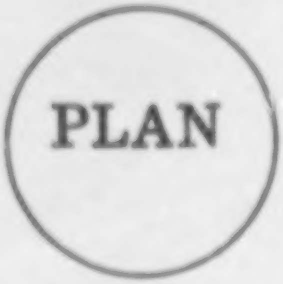
B5-DMGA-8

BIRTHDAY BUILDING

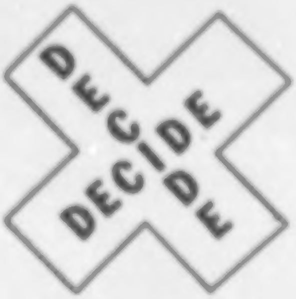
Options:	Outcomes:
I could do it myself.	I'll have to borrow tools and get scrap lumber from a lumber yard. It will take a long time.
I could work with my father.	We won't make too many mistakes. I won't get to use the tools much.
I could ask my father to build it for me.	It will be done very quickly. I won't learn as much.

B5-DMGA-8

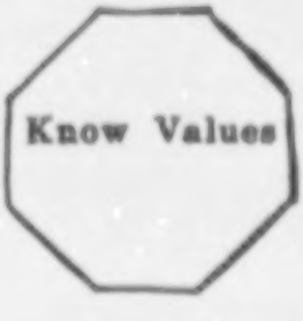
Cut out 3 cards on vertical and horizontal lines. Fold double card along broken line.



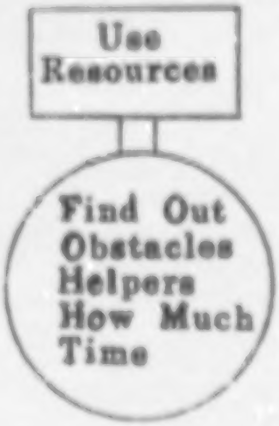
HS-DMGA-8


DECIDE
DECIDE

HS-DMGA-8


Know Values

HS-DMGA-8


Use Resources
Find Out
Obstacles
Helpers
How Much
Time

HS-DMGA-8

✂. Cut out 4 cards along vertical and horizontal lines.

CURBSIDE MECHANICS

I decide to work with my friend on the bike.

B5-DMGA-8

CURBSIDE MECHANICS

Ask my friend to help me.

Find a good place to work on the bike.

Gather the tools and the manual.

B5-DMGA-8

CURBSIDE MECHANICS

Resources:
Reading - Look at bike manual to find out names and locations of parts.
Experience - Ride a new bike to find out some differences between it and your old bike.
People - Ask an experienced friend how much work it would take to fix your bike.

Find Out:
Obstacles - I have never fixed a bike before.
Helpers - Experienced friend, workers at bike shop.
Time Needed - One Saturday afternoon.
B5-DMGA-8

CURBSIDE MECHANICS

I value taking care of my own things.

I value having fun while working.

B5-DMGA-8

Cut out 4 cards on vertical and horizontal lines.

HOOT! HOOT! HOORAY!

No need to modify goal.
Become a disc jockey.

B5-DMGA-8

HOOT! HOOT! HOORAY!

How much money have I saved?

How is my lisp?

Have any schools accepted me?

B5-DMGA-8

HOOT! HOOT! HOORAY!

Options:	Outcomes:
I could study to be a sound technician.	I'll have a useful skill. I'll be known by a small group of people at work.
I could study to be a disc jockey.	I'll have to correct my lisp. Lots of people will hear me and know who I am.
I could become a script writer.	I'll develop my writing skills. I won't have to correct my lisp.

B5-DMGA-8

Cut out 3 cards on vertical and horizontal lines. Fold double card along broken line.

HOOT! HOOT! HOORAY!

Work at the school radio station.

See the school speech therapist regularly for 1 year.

Offer to host debates at school.

BS-DMGA-8

HOOT! HOOT! HOORAY!

I want to work in the broadcasting field.

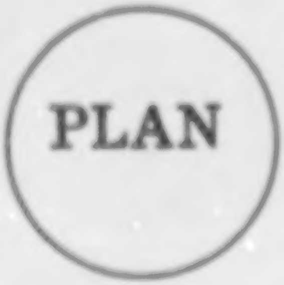
BS-DMGA-8

HOOT! HOOT! HOORAY!

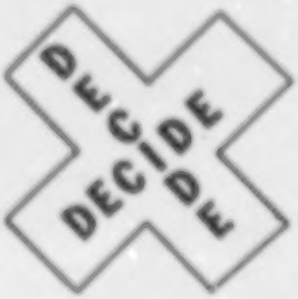
Natalie the Night Owl
Disc Jockey for WQRT

BS-DMGA-8

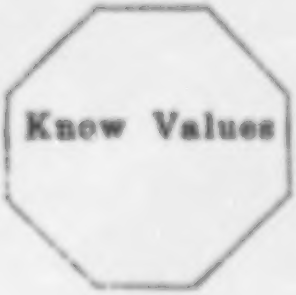
Cut out 3 cards on vertical and horizontal lines.



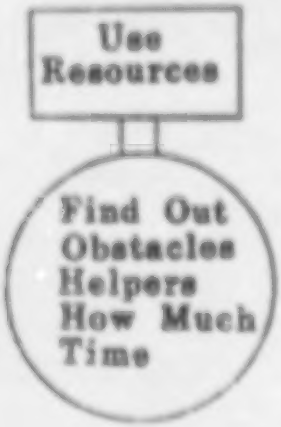
BS-DMGA-8


DECIDE
DECIDE

BS-DMGA-8


Know Values

BS-DMGA-8


Use Resources
Find Out
Obstacles
Helpers
How Much
Time

BS-DMGA-8

✂. Cut out 4 cards along vertical and horizontal lines.

HOOT! HOOT! HOORAY!

I decide to become a disc jockey.

BS-DMGA-8

HOOT! HOOT! HOORAY!

Fill out applications for broadcasting schools and financial aid.

Visit schools.

Get a job and start saving money for school expenses.

BS-DMGA-8

HOOT! HOOT! HOORAY!

Resources:
Reading - Read broadcsting school catalogs.
Experience - Visit a radio station.
People - Talk to people at radio station about their work.

Find Out:
Obstacles - I have a lisp.
Helpers - Speech therapist at school, workers at radio station.
Time Needed - 1 year.

BS-DMGA-8

HOOT! HOOT! HOORAY!

I value self improvement.

I value communicating with many people through music.

BS-DMGA-8

Cut out 4 cards on vertical and horizontal lines.

CURBSIDE MECHANICS

New Goal: Build a bicycle from old parts.

B5-DMGA-8

CURBSIDE MECHANICS

Does the bike look like the diagram?

Does the chain fit properly?

How does the bike feel when I ride it?

B5-DMGA-8

CURBSIDE MECHANICS

Options:	Outcomes:
I could fix the bike myself.	I'll make a lot of mistakes. I'll learn a lot.
I could take it to the bike repair shop.	It will cost a lot of money. I won't learn as much.
I could ask my friend to fix it for me.	It will be fixed soon. I'll owe my friend a favor.
I could work on the bike together with my friend.	We would have fun. I'll learn a lot.

B5-DMGA-8

Cut out 3 cards on vertical and horizontal lines. Fold double card along broken line.

CURBSIDE MECHANICS

Take bike apart carefully.

Buy a new bike chain from repair shop.

Replace chain on bicycle.

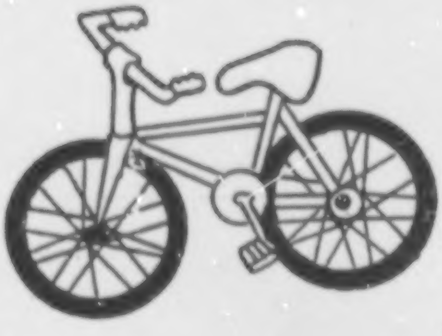
B5-DMGA-8

CURBSIDE MECHANICS

I want to get my old bicycle fixed.

B5-DMGA-8

CURBSIDE MECHANICS



The Fixed Bike

B5-DMGA-8

Cut out 3 cards on vertical and horizontal lines.

THE SCHOOL PLAY

No need to modify goal. Put on a play in school cafeteria.

B5-DMGA-8

THE SCHOOL PLAY

Are people learning their parts quickly enough?

Are the tickets selling?

How do the stage props and backdrops look?

B5-DMGA-8

THE SCHOOL PLAY

Options:	Outcomes:
We could use the stage at another school.	We'll all have to spend a lot of time traveling. Our teacher will give extra homework to make up for traveling time out of class.
We could put the play on in the cafeteria.	The play won't look as professional in the cafeteria. Fewer people can attend the play in the cafeteria.
We could put the play on outside.	It might rain. The sound won't carry as well.

B5-DMGA-8

Cut out 3 cards on vertical and horizontal lines. Fold double card along broken line.

THE SCHOOL PLAY

We decide to put the play on in the cafeteria.

B5-DMGA-8

THE SCHOOL PLAY

Set a date for the play.

Decide when and where to rehearse.

Find a play that most of us like.

B5-DMGA-8

THE SCHOOL PLAY

Resources:
Reading - Read books about putting on plays.
Experience - Go to a professional play rehearsal.
People - Go backstage after the rehearsal and talk with director, actors, and stage crew.

Find Out:
Obstacles - Your school has no stage.
Helpers - Ask other kids in school to help you put on a play.
Time Needed - 2 months before school ends.
B5-DMGA-8

THE SCHOOL PLAY

We value plenty of free time after school.

We value not having to yell our lines when we're performing.

B5-DMGA-8

Cut out 4 cards on vertical and horizontal lines.

BIRTHDAY BUILDING

I decide to make the doll house by myself.

B5-DMGA-8

BIRTHDAY BUILDING

Draw to scale a design of the house I want.

Ask for damaged and other scrap wood at the lumber yard.

Ask Dad to show me how to use and care for the tools he's lending me.

B5-DMGA-8

BIRTHDAY BUILDING

Resources:
People - Ask librarian to show you how to find books on minuature house construction.
Reading - Look at pictures of model doll houses and floor plans.
Experience - Go to a doll house house museum for ideas.

Find Out:
Obstacles - I have no tools or materials.
Helpers - Librarian. father (has tools).
Time Needed - 3 weeks.

B5-DMGA-8

BIRTHDAY BUILDING

I value working alone.

I value learning from experience.

B5-DMGA-8

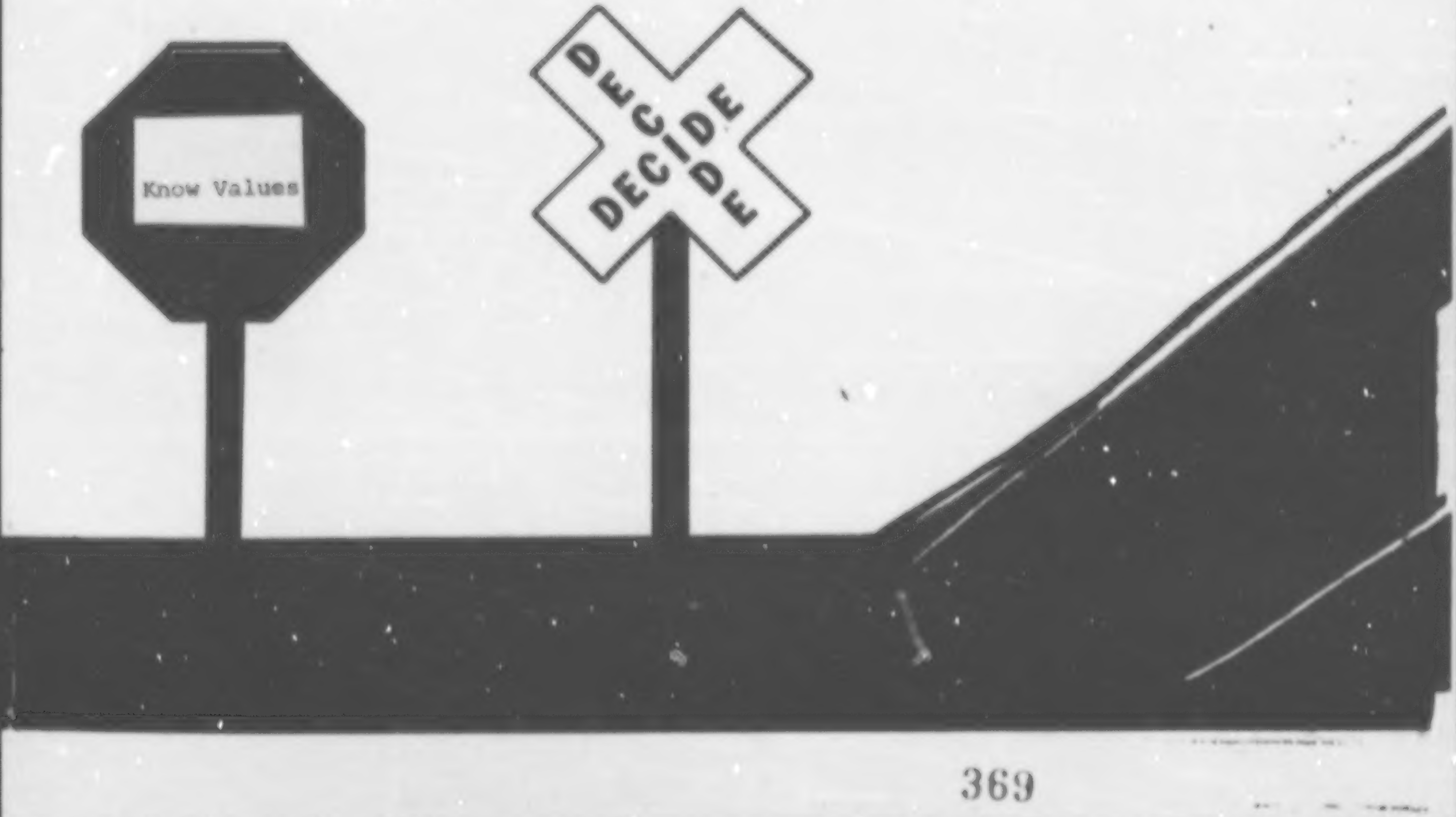
Cut out 4 cards on vertical and horizontal lines.

OBJECT:

Be the first player to place all of your suit cards on your Decision Making/Goal Attaining Pathway and Mountain game board.

PLAY:

1. Take turns to pick a card from the deck, from the discard pile (top card only), or from another player's hand, and play it on your game board, sign-side-down.
2. During your turn, pick and play as many cards as you can on your game board. You must pick at least one card and discard at least one card.
3. At the end of your turn, you must have 4 cards that you cannot play.



B5-J&R-1

Construction: Architect and Heavy Equipment Operator

CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

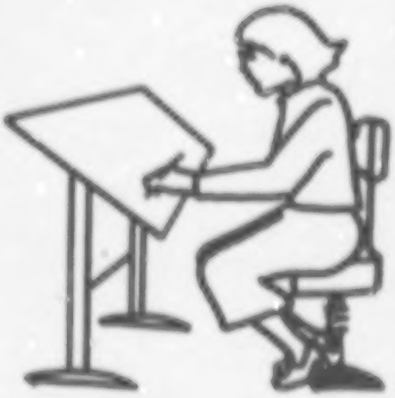
Read story.

Materials:

Included:
Story
Pictures

Needed:
None

Did you know that before your school was built, its design was drawn by an architect?

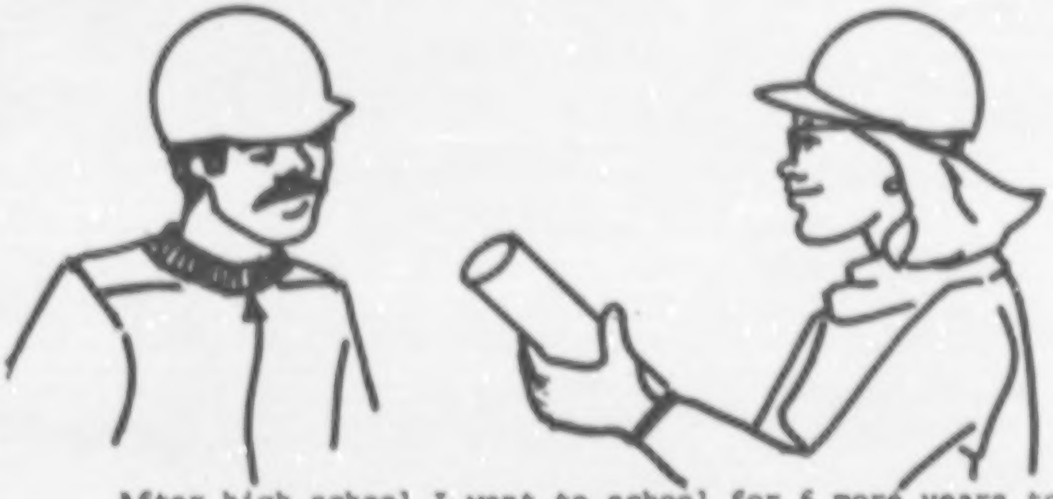


My name is Leona Rodriguez, and I'm an architect. I use my ideas about how buildings should look to design schools, homes, and hospitals. Some architects work together, as a team. I work alone.

Architects must know about lighting (electricity), hot and cold water (plumbing), and specially drawn plans for buildings (blueprints). Blueprints show where the lights go. A blueprint also shows where doors and windows go, and the kinds of building materials to be used. Each blueprint takes into account the safety of the school, home, or hospital.

Architects sometimes find a builder, or contractor. The contractor carries out the plans in the blueprint. I work with the contractor who builds the school, home, or hospital I design. My job is to see that the contractor follows the plans in the blueprint.

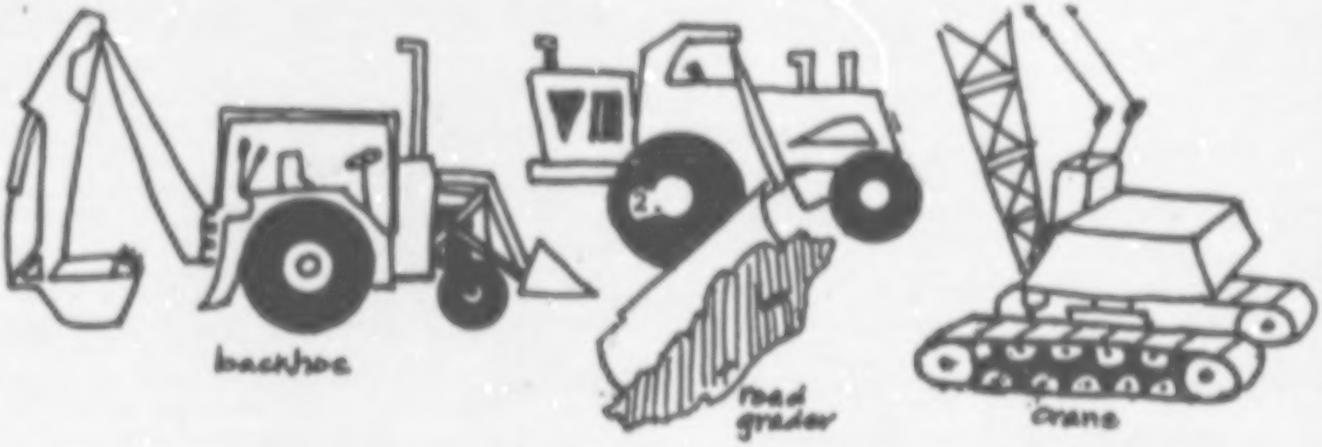
While at the work site where the building is going on, I must wear a hard hat for safety reasons. Some other tools I use are pencils, rulers, blueprint paper, and a light table. I sometimes use models of homes, streets, and trees.



After high school I went to school for 6 more years to become an architect. I use my schooling, my tools, and my ideas to help in the building of safe and well-designed schools, homes, and hospitals. The more that I design, the more I learn and grow.

Hi. I'm Angelo Jones. I also work in places where schools, homes, and hospitals will be built. I get the big jobs done. I clear the big trees and level the dirt with the road grader. I use the tall crane to swing up girders.

I work outdoors all day. It's dirty and noisy where I work, but I don't mind it. I like working with the machines and the crews of people.



My job takes endurance. Endurance is the ability to withstand hard work.

I'm not only a driver of heavy equipment, but I'm a mechanic, too! I can fix the equipment. I can tell by the sound what needs repair.

It takes time to learn about machines, engines, and construction, and to become a good heavy equipment operator. But when I pass by a school, home, or hospital I've helped build, I feel good.

B5-J&R-2

Apprentice Construction Workers: Cement Mason and Carpenters

CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

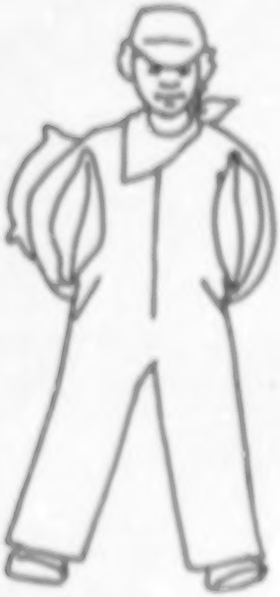
Read story.

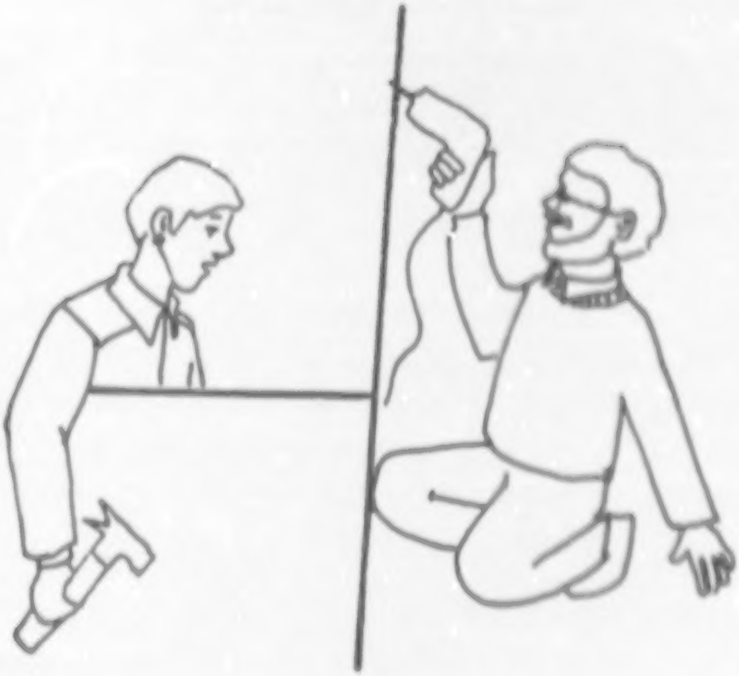
Materials:

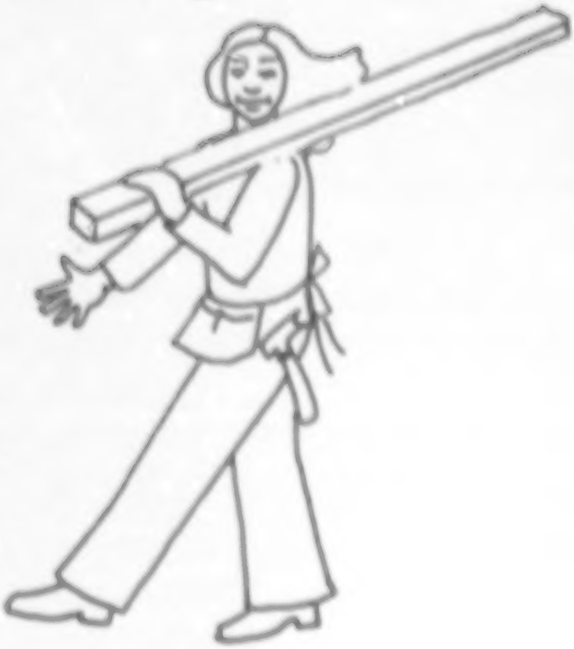
Included:
Story
Pictures

Needed:
None

Will Houston, Apprentice Mason
and
Amos, Barbara, and Chuck,
The Carpentry Crew



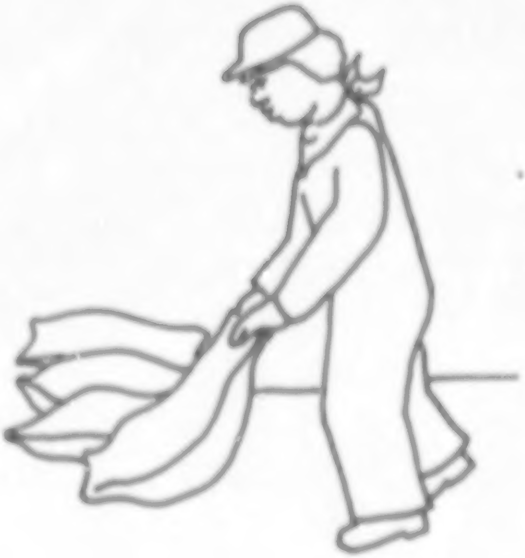




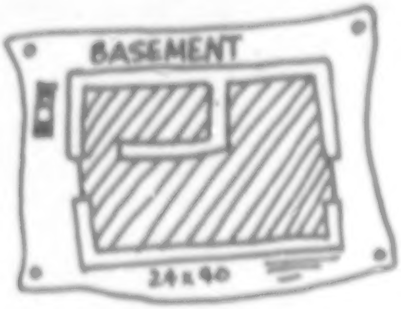
Do you know what an apprentice is? An apprentice is someone who learns as she or he works. Sometimes an apprentice earns money. An apprentice always works with a tradesperson. A tradesperson is someone who knows the trade.

An apprentice also attends classes. After shop classes in high school, I took mechanical drawing at vocational school. I also took a masonry course. I liked it a lot.

Learning a trade this way can take 6 months. Or it may take 6 years. It depends on the type of work to be learned.



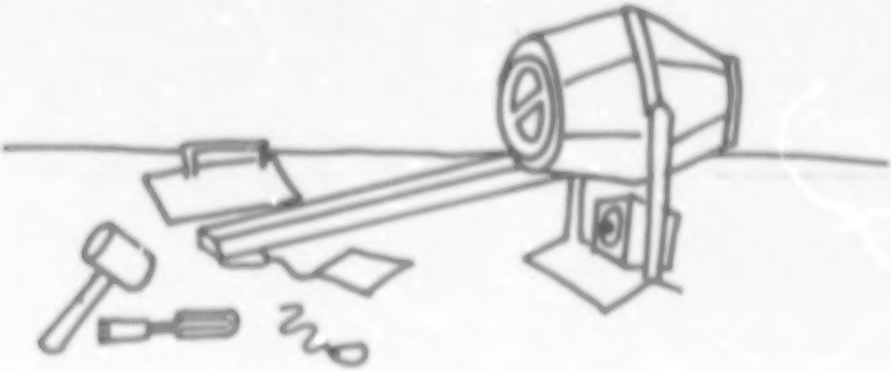
Will is my name. I am a cement mason. I learned my trade during a three-year apprenticeship program after high school. I mixed and worked with cement. I also learned to read blueprints. A blueprint has specifications that show what work to do and how to do it. For example, if I have to build a foundation, the blueprints will tell me how deep to dig. Blueprints will also tell me how long, wide, and thick the walls should be.



I learned how to spread gravel and to pour concrete. I smoothed and finished the concrete. Concrete is used for floors and sidewalks. It can also be used for curbs, walls, or building foundations. I learned to patch cracks and holes in cement, too. I was supervised while I learned.

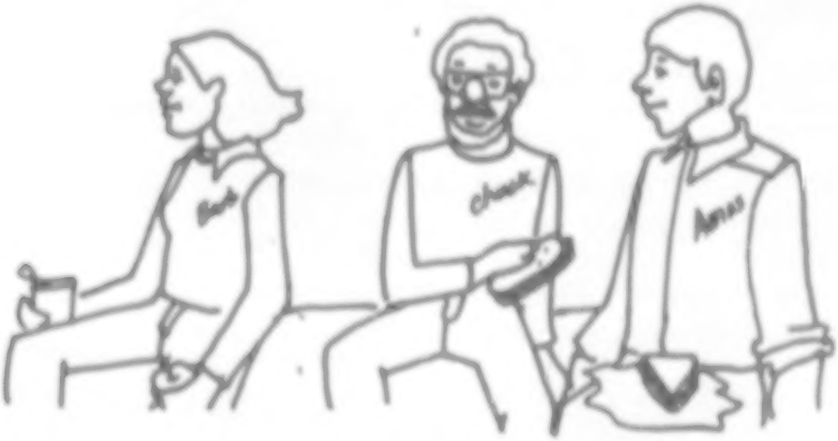
My training was long. For the first year, I dug a lot of holes and ditches. I spread a lot of gravel. Later I learned other jobs. I learned to use a screed to level cement. Other tools I learned to use were a curb edger, a cement mixer, and floats. Trowels helped me smooth out the cement. I also used plumb lines to build in straight, vertical lines. I used many common tools, too. These included chisels and mallets.

Now I work in the city for a building contractor. Other construction workers work for him, too. They include electricians, plumbers, carpenters, welders, and glaziers. We all work together.



At large sites, most of the time I am working with other masons. I like working outdoors. When weather is bad or cold, we don't work. But we work hard and long hours during the warm months. That way we earn enough money to take care of ourselves all year round.

Here are Amos, Barbara, and Chuck. They have been on this work site since the start of the job.



I'm Amos. Chuck, Barbara, and I are three of the carpenters who work together on all parts of this building. We read blueprints and measure the wood that we work with. We put up the beams and supports for buildings. We set up walls and roofs. Our job is to construct all the wooden framework on a building. On some jobs, we fill our framework right in by doing the insulation. We cut square corners, curves, and angles.

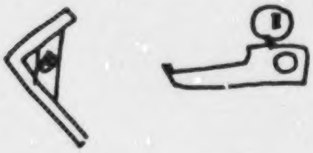
We work with masons to build foundations. We also build framing for the pipes installed by plumbers.

Some of the tools we use are hand and power saws, drills, hammers, nails, screws, screwdrivers, levels, and chalk lines.

All of my training was on-the-job. Now I work with the person who taught me everything I know. Ours is a small business. Most of the carpentry work we do is outdoors. My partners and I move from town to town. We are mobile. We go up and down the coast. This way, we are able to get the business we need all year round.

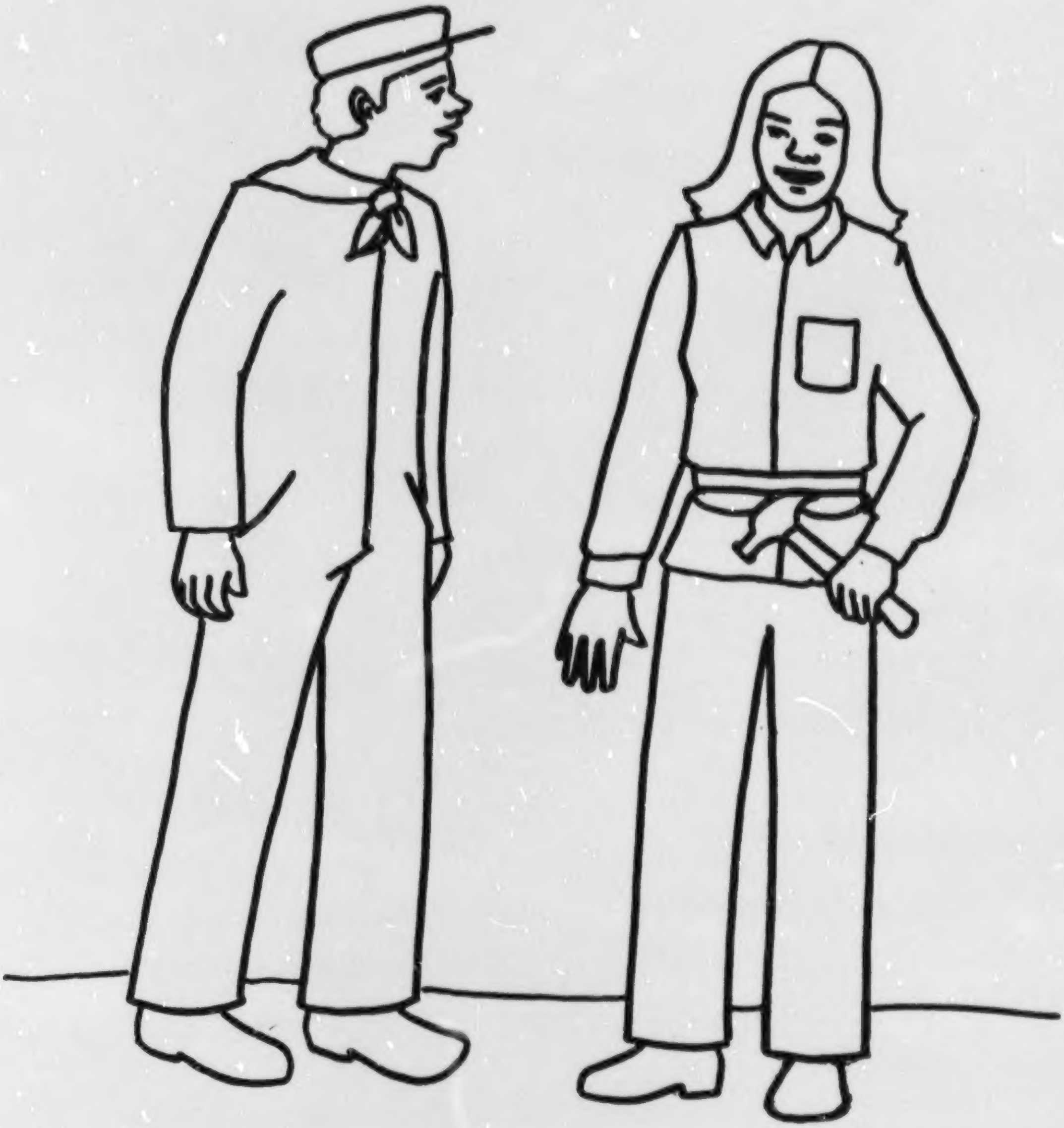
I'm Barbara. I did not learn carpentry the same way Amos did. I took courses in vocational school. I learned cabinet making, general construction, and masonry. After vocational school, I had some on-the-job training with a building and outdoor maintenance crew. Then I got a job for a general contractor. Our company works in this large city. There's always plenty of work. Some places we work in are factories, private homes, schools, and hospitals.

I'm Chuck. I learned carpentry in the trade union as an apprentice. I had 4 years of classroom and on-the-job training. I once had a job in a school district. I was in charge of all the carpentry in four buildings. Most of that work was indoors. The union protects me. It makes sure that I get a fair amount of money for my work. It insures my health care.



One thing we carpenters do have in common is the tools we use. We measure with tapes. We use clamps and braces to hold things in place. Planes help us make a smooth surface. We finish surfaces with sanders. We use many different kinds of saws. Try squares help us to mark out right angles. Right angles are very important in good construction. Levels tell us if we've placed wood on an even angle. The chalk lines mark the angles that we've leveled.

Would you like to build things out of wood? If you like the idea, get to know carpenters. Watch them work. Try out some of the tools. Get some help to build something out of wood. Make something you need or want. You may find carpentry a great way to make a living.



B5-J&R-3

Construction: Plumbers and Electricians

CONSTRUCTION
COMMUNICATION & MEDIA

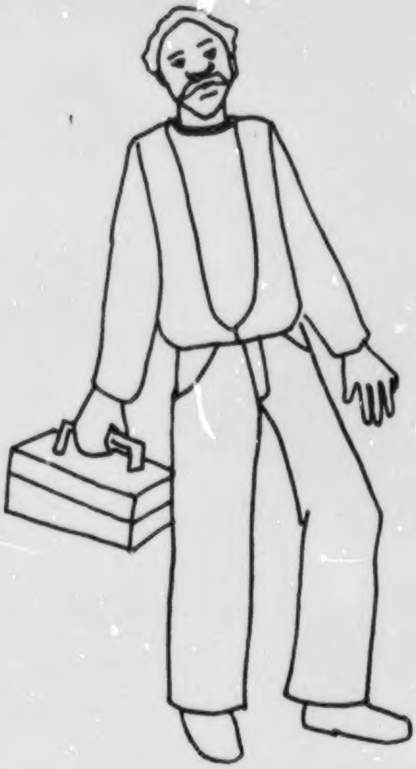
Directions:

Read story.

Materials:

Included:
Story
Pictures

Needed:
None



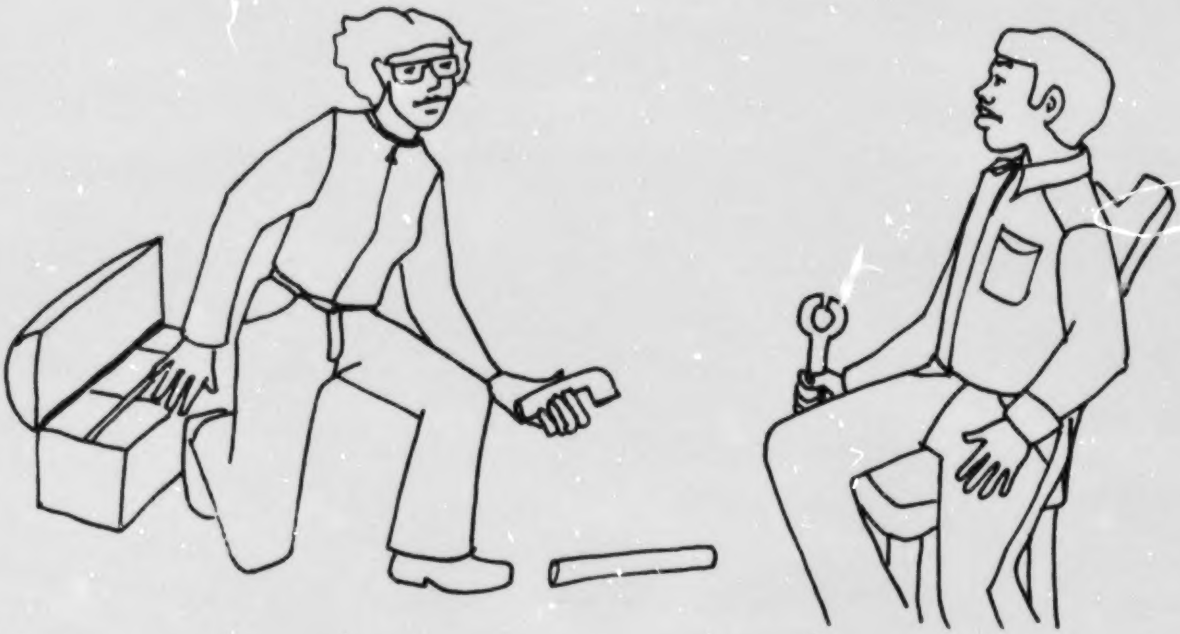
RALPH GARCIA, ELECTRICIAN

and

GERALDINE HOSSIE, PLUMBER

and

VICTOR SMITH, APPRENTICE PLUMBER



I'm an electrician. My name is Ralph Garcia. I like my work, and I'm going to tell you about it.

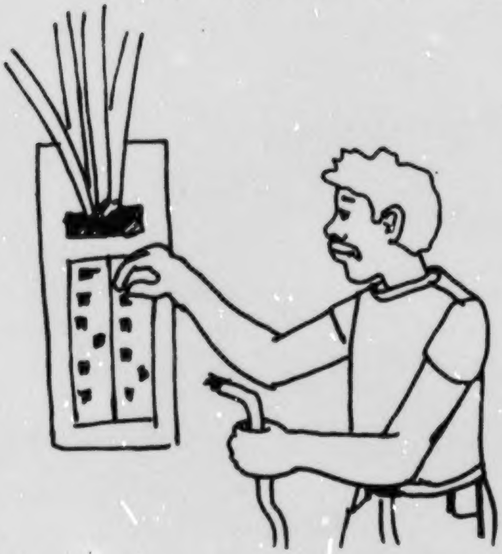
In school, I took shop classes that helped me learn to work with my hands. I worked with wood, plastic, metal and glass.

When I was 15, my father and 3 helpers built our house. They let me help with the electrical wiring, and I really liked it.

Then I took a high school course in drafting. I found out that math is a part of electrical work. You have to be precise when it comes to wiring. If I mixed up the wiring in a building, I could cause a fire or electrical malfunction.

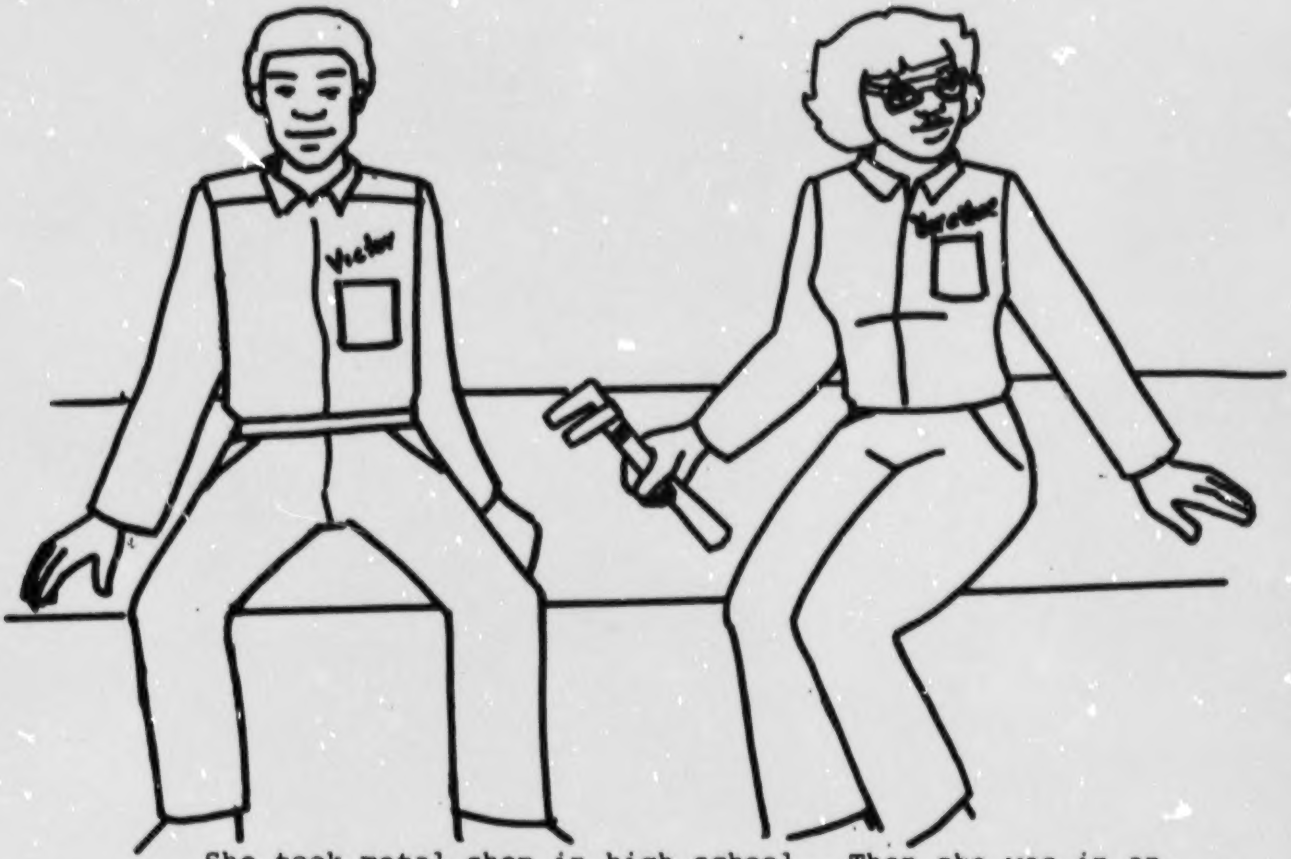
In other high school shop classes I learned how to use hand and power tools. I used saws, pliers, and wire cutters. I learned how to use wire splicers. I learned about ammeters. They measure the amount of electricity that moves through equipment.

There are many things to learn about electrical work. After high school, I went to the community college. There I studied electricity. I learned how circuits work and how to make them. I learned how to read electrical symbols and blueprints.



Now I work for an electrical firm. We design and install circuits. When we do a job, we do our best.

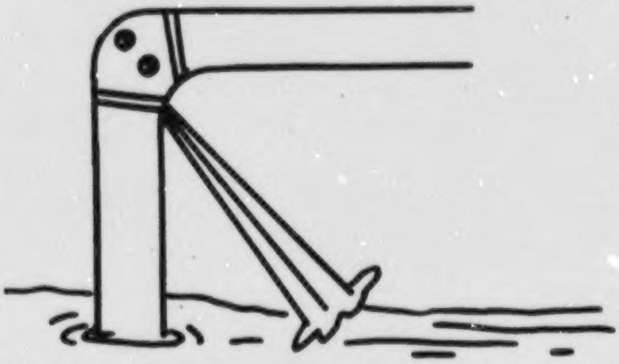
My name is Victor Smith. I spent last year as an apprentice with a plumber named Geraldine. She had a lot of training.



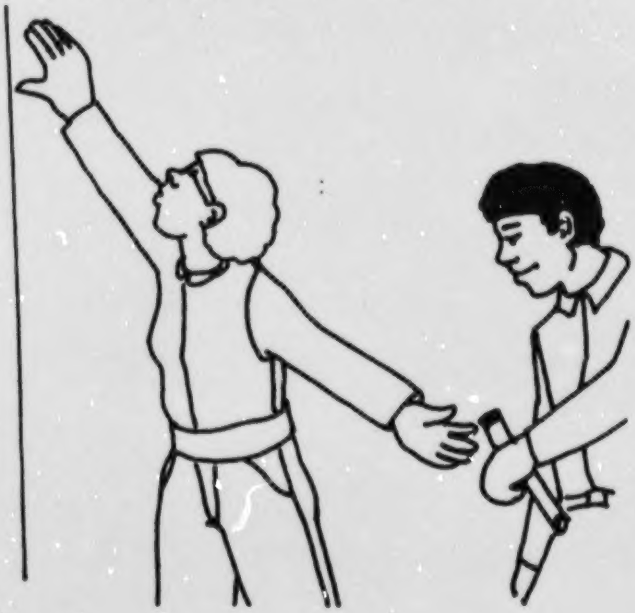
She took metal shop in high school. Then she was in an apprenticeship program herself for 5 years. Next, she joined a plumbers' union. (That's a group of people who all work at plumbing. A union sets up rules for training. It decides what the apprentices should learn and how much they should be paid as they learn. A union helps workers earn more money and get good health care.)

Back to Geraldine. Plumbers must be able to read blueprints, too. They have to know where the pipes and fixtures should be laid out. They also need to be accurate when they measure.

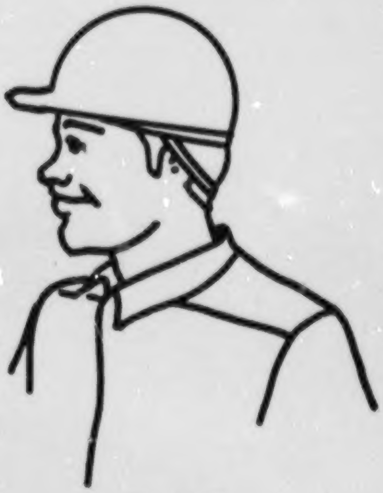
Well, Geraldine and I worked on repair jobs. We tested for leaks in pipes, and we patched some. When we connected pipes, we welded or replaced fittings. (If the fittings have threads on the inside, they are called "female" fittings. Female fittings are attached to fittings with threads on the outside. These are called "male" fittings.)



Plumbing is logical, but it also takes skill. Not all the pipes used are copper water pipes. Geraldine and I worked on gas pipes too. Other pipes conduct steam and air. Pipes at an ice skating rink conduct a liquid coolant.

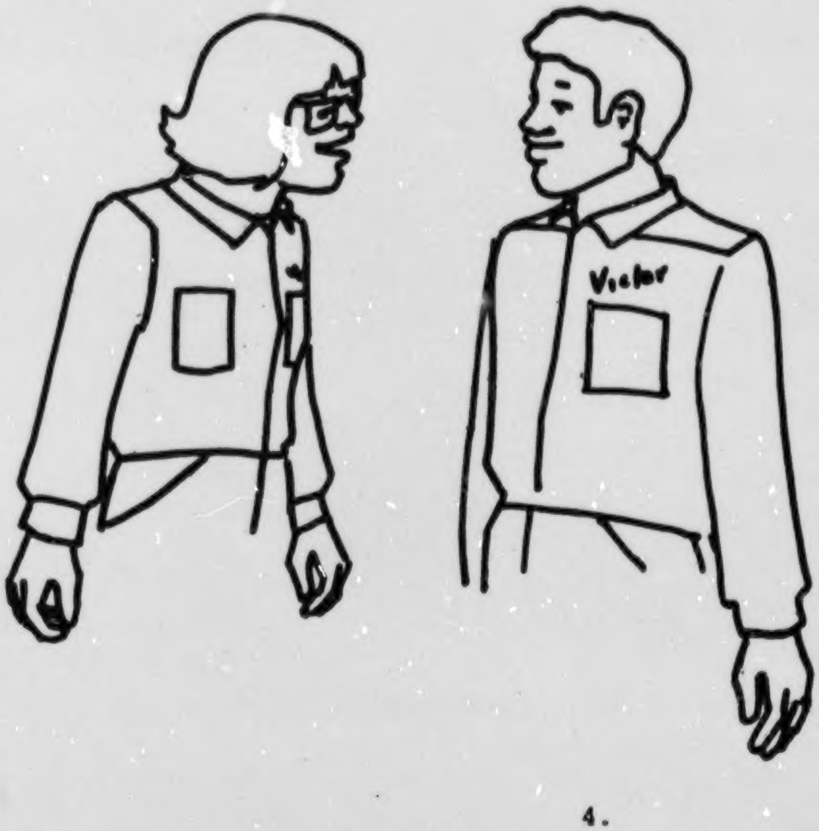


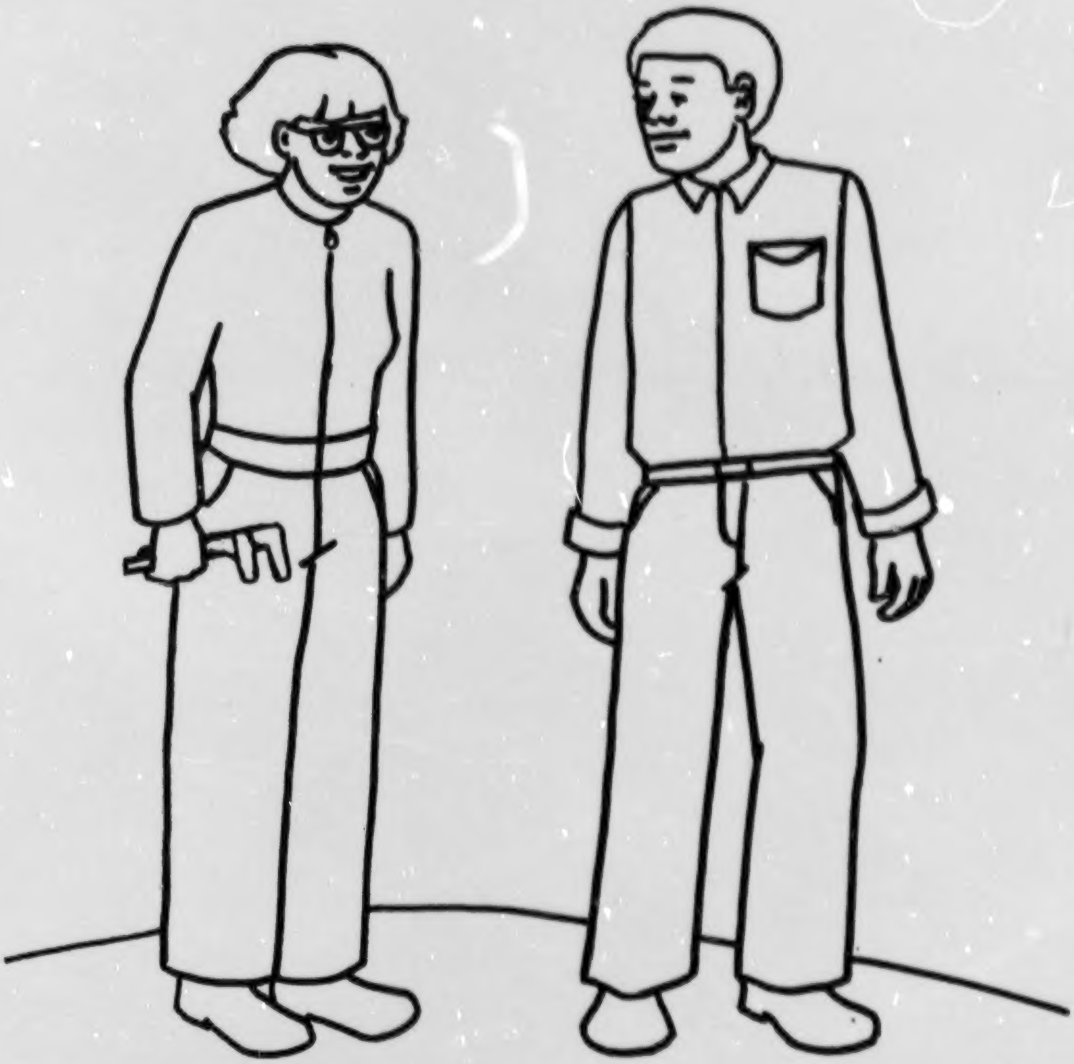
Plumbers wear hard hats when they work at construction sites. This is for their safety. When they weld with a torch, they wear welders' masks. A torch used to cut metal pipes is called a cutting torch.



The work plumbers do is dirty and wet. If a waste pipe breaks, the smell is bad. Plumbers often have to stoop in one place for hours. Geraldine is used to it. I got used to it, too, because a plumber's pay is good. I also like to work with my hands.

Water supply, heat, and waste disposal are all part of a plumber's job. That makes her or him an important person. Plumbers take care of people's needs.





B5-J&R-4

Construction : Show What You Know

CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

Read the facts given and supply the facts asked for.

Materials:

Included:
Fact board

Needed:
None

CARPENTER

ELECTRICIAN

HEAVY EQUIPMENT
OPERATOR

A carpenter can build and repair furniture and any wooden parts of buildings. A Carpenter can read blueprints and measure accurately.	Name 2 tasks or skills an Electrician performs on the job.	Name 1 skill or task a heavy equipment operator performs on the job.
Name a training place for a carpenter.	Name a training place for an electrician.	Name 2 training places for a Heavy Equipment Operator.
Name 6 tools a Carpenter uses.	Name 4 tools an Electrician uses.	Name 3 pieces of equipment a Heavy Equipment Operator might use.
Name 3 places where a Carpenter might work.	Electricians can work in buildings, trains and ships, as well as power plants and appliance factories.	A Heavy Equipment Operator can be found working around dams, highways, and building sites of all kinds.

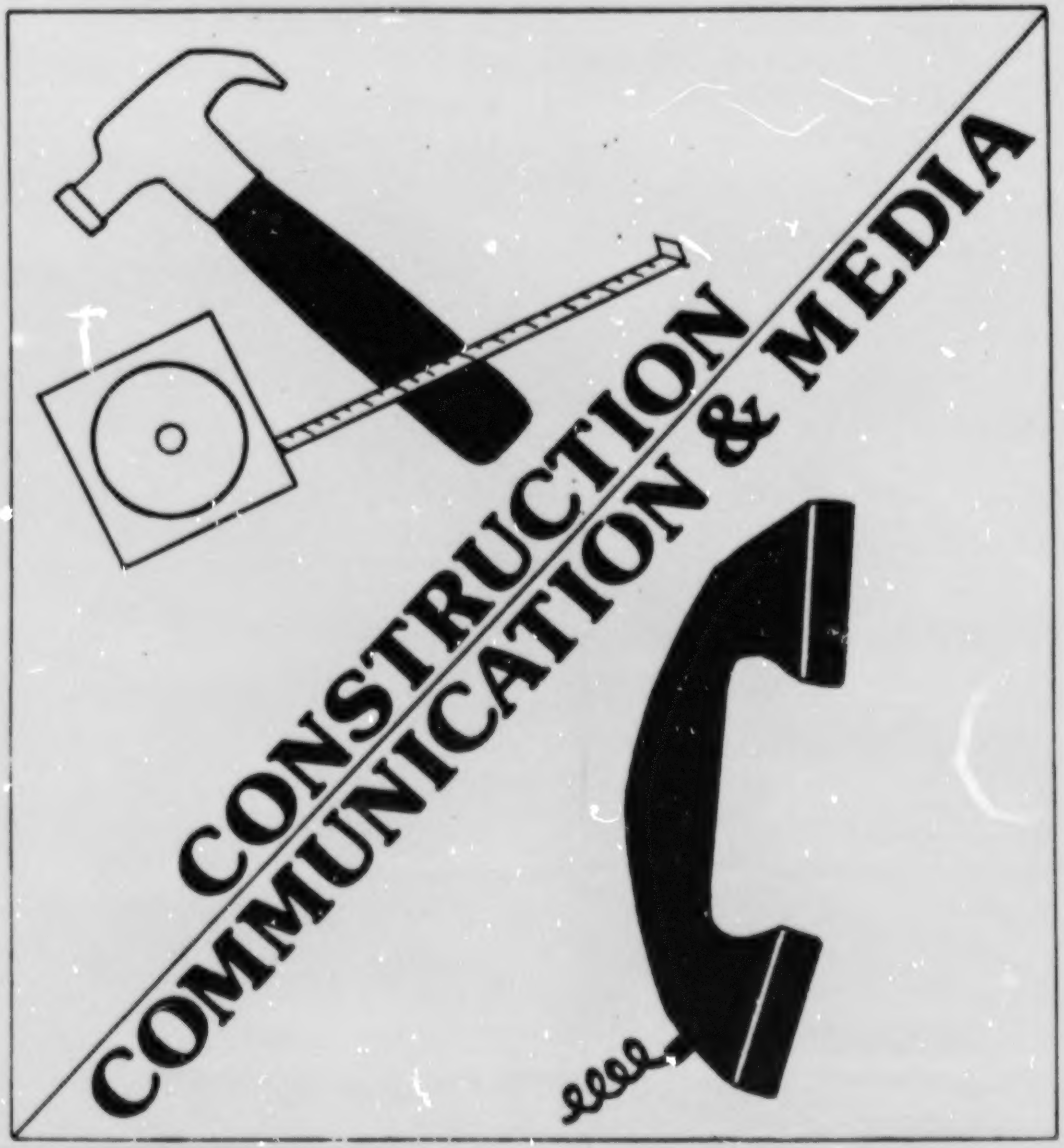
Construction

MASON
ARCHITECT
PLUMBER

Name 2 tasks or skills a Mason uses.	Name 2 tasks or skills an Architect performs on the job.	Name 2 tasks or skills a Plumber performs on the job.	tasks and skills
Name a training place for a mason.	An Architect must have either four years of college plus three years experience or six years of college plus experience.	Name 2 training places for a Plumber.	training places
A Mason uses chisels, mallets, plumb lines, floats and trowels, cement mixers, cement finishing machines, straight edges, and screeds (2x4 boards).	Name 5 tools that an Architect uses.	A Plumber uses pipes, plumber's wax, caulking, copper wires, gas pipes, levels, welder's masks, cutting torches, and hard hats.	tools and equipmen
Name 3 places where a Mason might work.	Name 1 place where an architect might work.	Name 1 place where a plumber might work.	work places

BS-J&R-5

Communication and Media


CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

Read, match, and fill in the blanks.

Materials:

Included:
  Text
  Pictures

Needed:
  None

Communication And Media

Definitions:

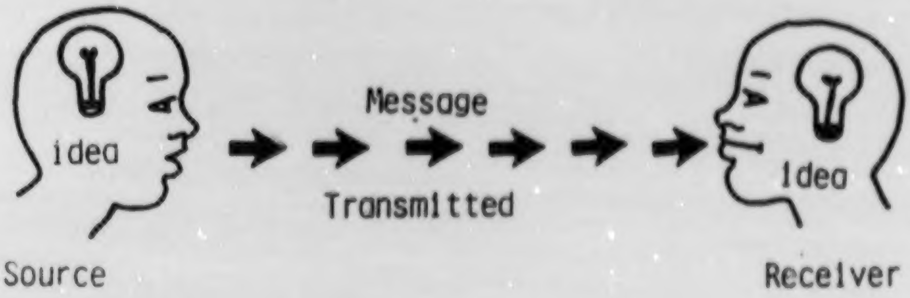
1. communication — the sending and receiving of messages.

2. media — the tools a person may use to send messages. (One tool is a medium.)

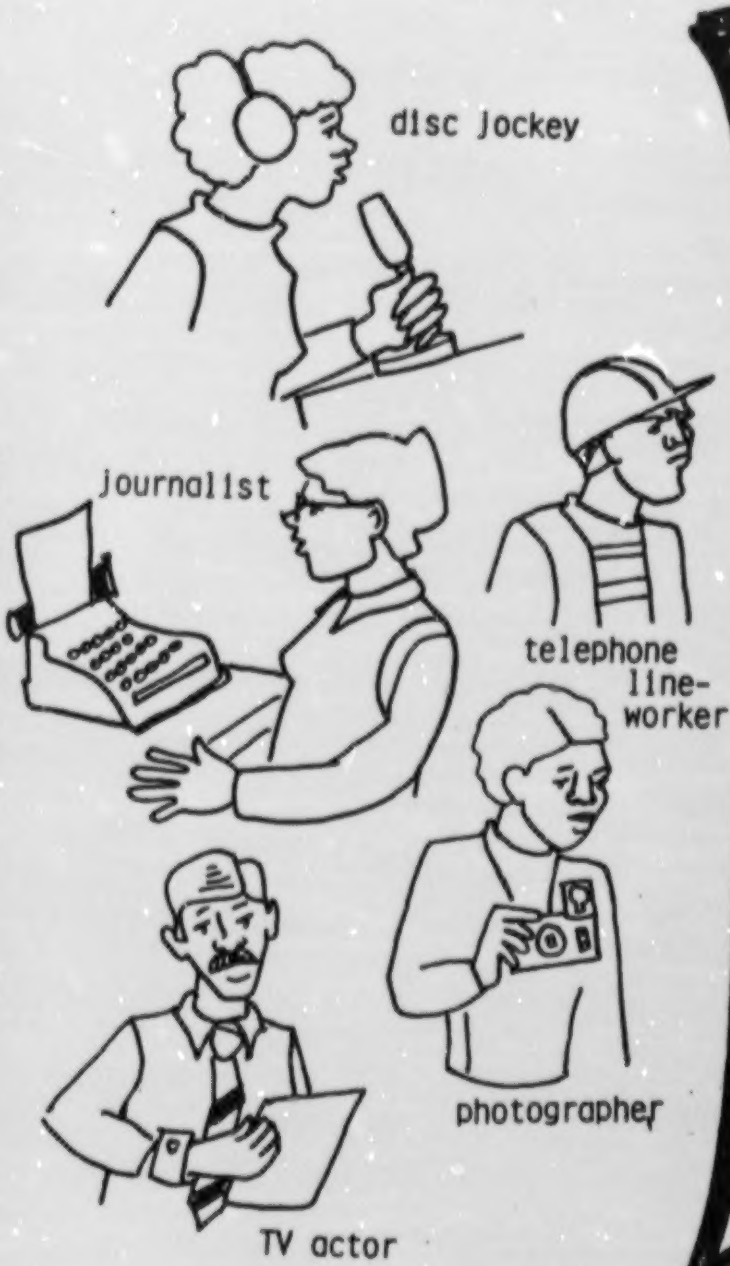
3. source — the beginning.

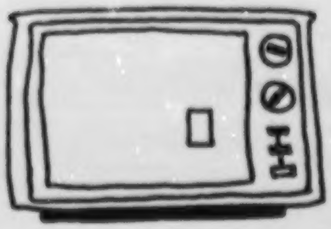
4. transmit — to send.

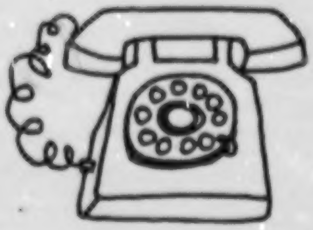
5. receiver — one who gets messages.

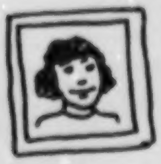

idea
Message
Transmitted
idea
Source
Receiver

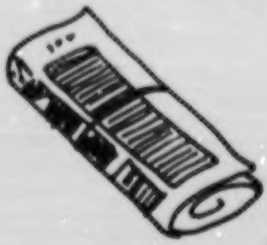
Pictured below are five kinds of media and five workers; decide what medium each worker depends on most.

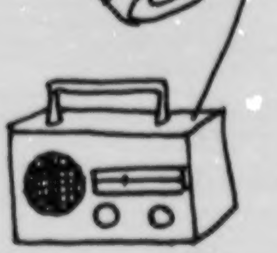

disc jockey
journalist
telephone line-worker
photographer
TV actor





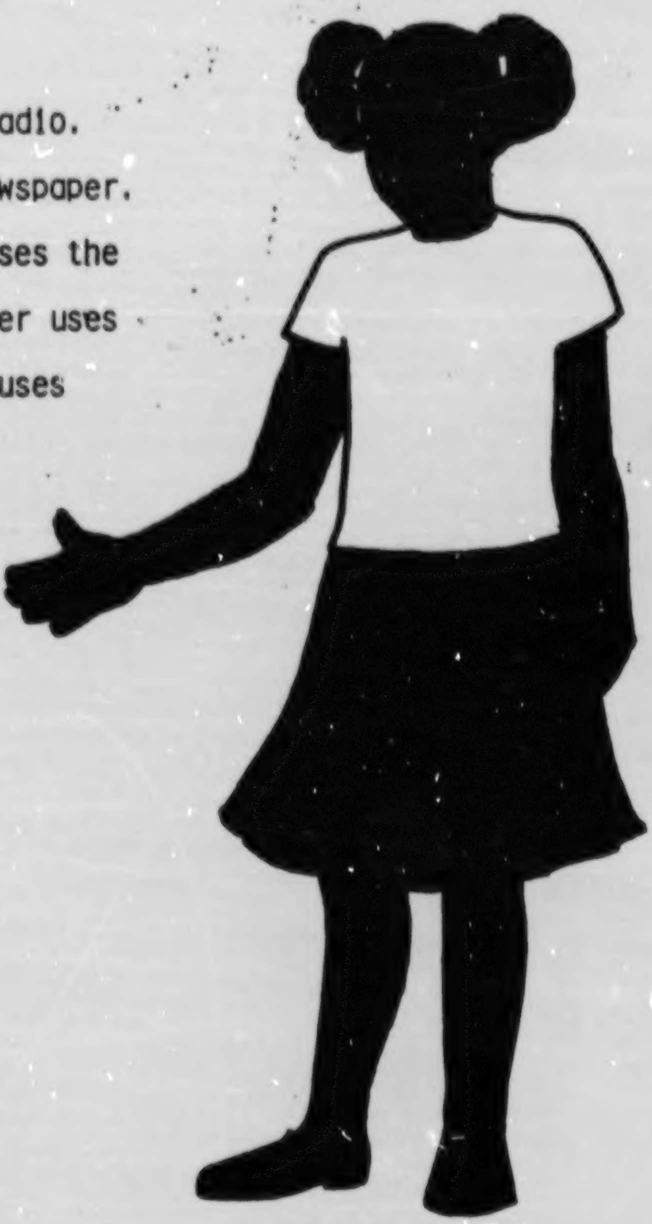






Were you able to match the workers up with the correct media they use to communicate?

The disc jockey uses the radio. The journalist uses the newspaper. The telephone lineworker uses the telephone. The photographer uses the camera. The TV actor uses the TV.



See if you can use the information from the first two pages to answer the questions on the next page. Look back at page one if you need help.

QUESTIONS

1. When I talk, I use my ______________________ to transmit my message.

2. My voice is the ________________________ I use to transmit my message.

3. When I write a story, I use a ____________________ to transmit my message.

4. Written words are the ________________________ I use to transmit my message.

Photographers use pictures to help tell stories. Can you think of some examples where pictures help to tell stories?

B5-J&R-6

Communication : Know More--Pay Less

CONSTRUCTION
COMMUNICATION & MEDIA

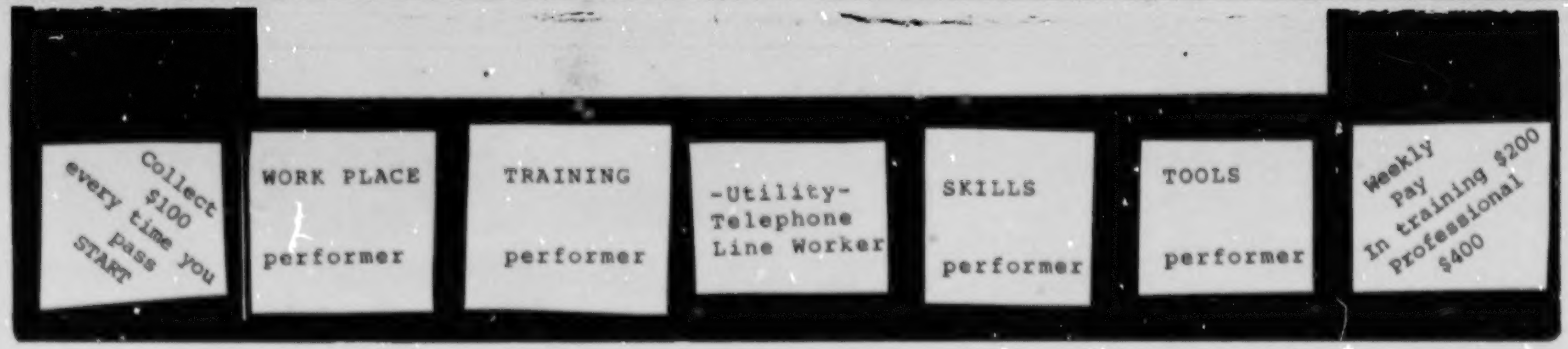
Directions:

Use communication and media workers activity.

Materials:

Included:
- Game board
- Directions
- 25 Telephone cards
- 16 Job cards
- 24 "Professional" signs

Needed:
- Die
- Play money
- Paper clips
- Markers

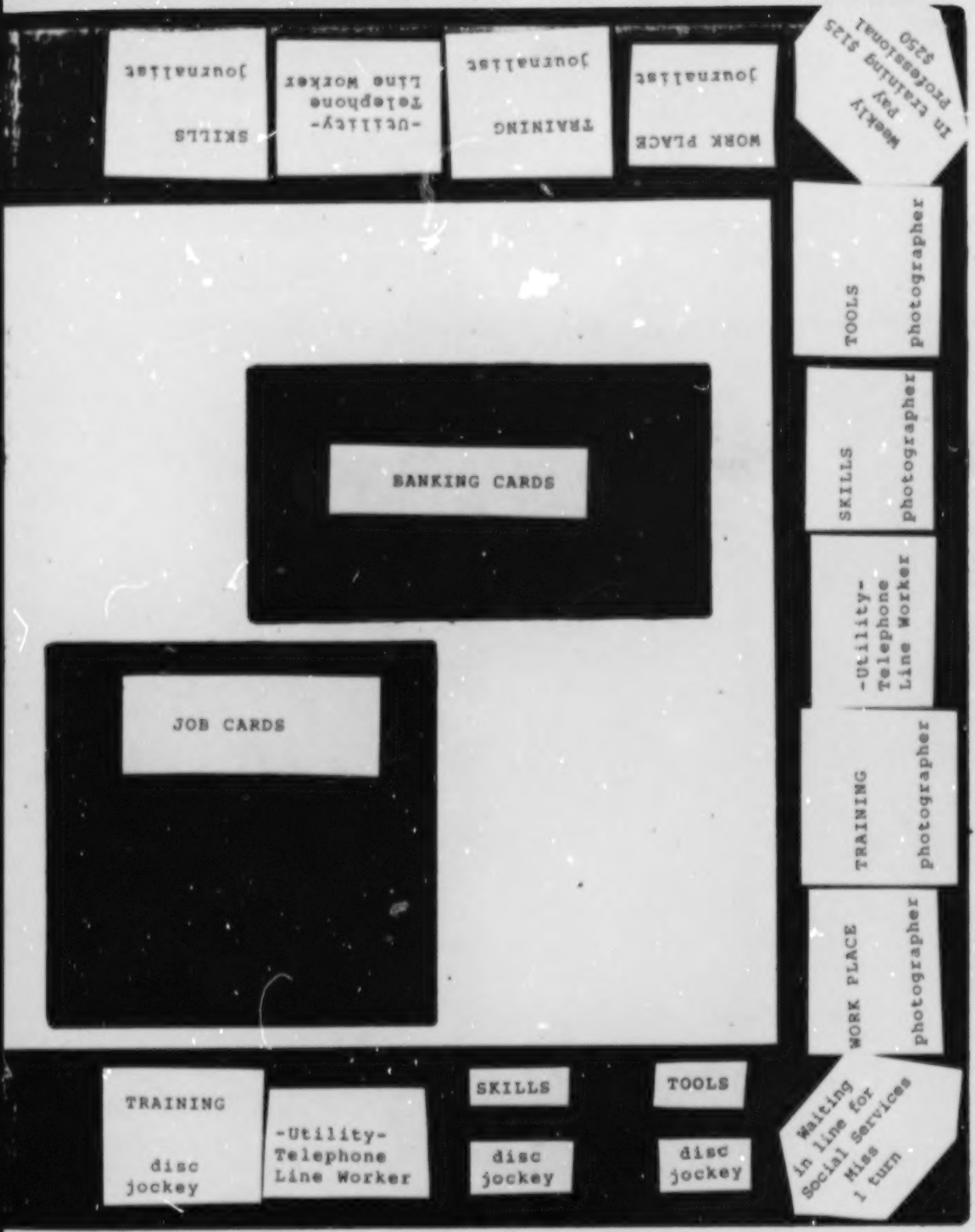

Collect $100 every time you pass START
WORK PLACE
performer
TRAINING
performer
-Utility-
Telephone
Line Worker
SKILLS
performer
TOOLS
performer
Weekly Pay
In training $200
Professional $400

Each player starts the game with:

2 $5. 2 $50.

2 $10. 1 $100.

2 $20. 1 $500.


Weekly pay In training $125 professional $250
WORK PLACE
journalist
TRAINING
journalist
-Utility-
Telephone
Line Worker
SKILLS
journalist
TOOLS
photographer
SKILLS
photographer
-Utility-
Telephone
Line Worker
TRAINING
photographer
WORK PLACE
photographer
BANKING CARDS
JOB CARDS
Waiting in line for Social Services Miss 1 turn
TOOLS
disc jockey
SKILLS
disc jockey
-Utility-
Telephone
Line Worker
TRAINING
disc jockey

PROFESSIONAL
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Cut out cards on solid vertical and horizontal lines. Fold cards along vertical dotted line, so that printing faces in.

Deduct $5.00 from your next telephone bill for every Lineworker's skill or task you can name. Use this card once and then return it to the pile. B5-J&R-6	climbing; driving a truck; repairing and installing wires and cables; reading and following wiring diagrams
Deduct $5.00 from your next telephone bill for every Lineworker's training place you can name. Use this card once and then return it to the pile. B5-J&R-6	high school, college, vocational school, on-the-job
Deduct $5.00 from your next telephone bill for every Lineworker's tool you can name. Use this card once and then return it to the pile. B5-J&R-6	special clothing (hard hats, steel-toed boots, climbers, safety belts, insulated gloves); trucks, wires and cables, wall meters, capacity meters, jack phones; hand tools (soldering iron, knife, nails, hammers, pliers, screws, screwdrivers, wire cutters, bolts, braces, wrenches
Deduct $5.00 from your next telephone bill for every Lineworker's work place you can name. Use this card once and then return it to the pile. B5-J&R-6	telephone poles, lines underground, usually outdoors

Cut out eight cards on horizontal and vertical lines.

Pay $20.00 for telephone extension installation.

B5-J&R-6

You call an employment agency to hire a magician for your friend's birthday party. Pay magician's fee of $75.00.

B5-J&R-6

A bill collector calls.
Pay $10.00 or miss 1 turn.

B5-J&R-6

You call the local radio station to report that your dog is lost.

B5-J&R-6

Mistake on your telephone bill
Pay $5.00

B5-J&R-6

You call the local radio station to request your favorite song.

B5-J&R-6

Your telephone deposit is being returned. Collect $50.00.

B5-J&R-6

Aunt Sue calls to tell you she's sending $10.00 for your birthday.

Congratulations!

B5-J&R-6

BANKING CARDS BANKING CARDS

BANKING CARDS BANKING CARDS

BANKING CARDS BANKING CARDS

BANKING CARDS BANKING CARDS

Cut out four cards on horizontal and vertical lines.

Work Places:
photography studios (dark rooms); magazine and newspaper agencies; public and private gatherings; publishing companies; industries; print shops

B5-J&R-6

Skills and Tasks:
taking and developing pictures of people, places and objects (cropping, touching up negatives); understanding and using artistic designs

B5-J&R-6

Training Places:
High school
College
On-the-job
Photography school

B5-J&R-6

Tools:
camera; film; tripod; developing chemicals; light meter; lenses; lens filters; photographic paper; special developing lights; film canisters; timer; props and scenery (natural environment)

B5-J&R-6

Photographer Skills and Tasks

Photographer Work Places

Photographer Tools

Photographer Training Places

BANKING CARDS BANKING CARDS

BANKING CARDS BANKING CARDS

BANKING CARDS

✂ Cut out five cards on horizontal and vertical lines.

You call a friend on the telephone to talk.

B5-J&R-6

A friend calls you on the telephone to talk.

B5-J&R-6

Telephone wires are down. You are without service for 2 days. Deduct $5.00 from your next telephone bill.

You may keep this card. Return it when you use it.

B5-J&R-6

Mistake on your telephone bill. Collect $10.00.

You may keep this card. Return it when you use it.

B5-J&R-6

Pay $10.00 t[illegible] each player for long distan[illegible], collect telephone calls.

B5-J&R-6

Performer
Work Places

Journalist
Skills and Tasks

Performer
Tools

Performer
Skills and Tasks

Performer
Training Places

Journalists
Tools

Cut out six cards on horizontal and vertical lines.

Skills and Tasks:
collecting information (researching, interviewing, observing); preparing stories for publication (taking notes, rewriting)

B5-J&R-6

Work Places:
wherever there's an audience; circus; theater stage; TV studio; night clubs; movie studios

B5-J&R-6

Skills and Tasks:
entertaining (dancing, singing, playing an instrument, juggling); remembering; imitating; public speaking

B5-J&R-6

Tools:
make-up; costumes; scripts; musical instruments; props and scenery; microphones

B5-J&R-6

Tools:
typewriter; paper; pen (pencil); resource and reference books (dictionary, thesaurus, encyclopedia); tape recorder

B5-J&R-6

Training Places:
High school
College
On-the-job
Drama school

B5-J&R-6

Journalist
Training Places

Journalist
Work Places

Disc Jockey
Skills and Tasks

Disc Jockey
Tools

Disc Jockey
Training Places

Disc Jockey
Work Places

Cut out four cards on horizontal and vertical lines.

Work Places:
photography studios (dark rooms); magazine and newspaper agencies; public and private gatherings; publishing companies; industries; print shops

B5-J&R-6

Skills and Tasks:
taking and developing pictures of people, places and objects (cropping, touching up negatives); understanding and using artistic designs

B5-J&R-6

Training Places:
High school
College
On-the-job
Photography school

B5-J&R-6

Tools:
camera; film; tripod; developing chemicals; light meter; lenses; lens filters; photographic paper; special developing lights; film canisters; timer; props and scenery (natural environment)

B5-J&R-6

Cut out eight cards on horizontal and vertical lines.

Pay your telephone deposit:
$50.00

B5-J&R-6

You call the local radio station to report a news event.

B5-J&R-6

Pay $5.00 for an ad in the local newspaper.

B5-J&R-6

You sold your old stove through your ad in the local newspaper. Collect $50.00.

B5-J&R-6

You call to find out what's playing at the movies. You like it and decide to go. Pay $5.00.

B5-J&R-6

You call a local radio station and win a contest. Collect $50.00.

Congratulations!

B5-J&R-6

Pay the telephone bill:
$25.00.

B5-J&R-6

You call the local newspaper to report on a special project your organization is working on. Pat yourself on the back for being a good citizen.

B5-J&R-6

If you land on a Job Space that no player owns, you may buy the Job Card from the Bank.

What you pay for Job Cards:

If you know this many tools, skills, training, or work places, then you pay:

0	$400
1	$300
2	$200
1	$100
0	$5

If you decide not to buy the Job Card, pay $25 rent to the Bank.

If the Job Space you land on is owned by another player, you pay that player for job services.

Fees for Job Services:

If you own this many Job Cards in a set, then you are paid:

1	$25
2	$50
3	$75
4	$100

You can subtract as much as $20 from what you pay for job services. For every tool, skill, training, or work place you name, subtract $5 from the set fee.

When you own all 4 Job Cards in a set, you can buy your Professional License.

Fees for Professional Services:

1	$150
2	$200
3	$250
4	$300

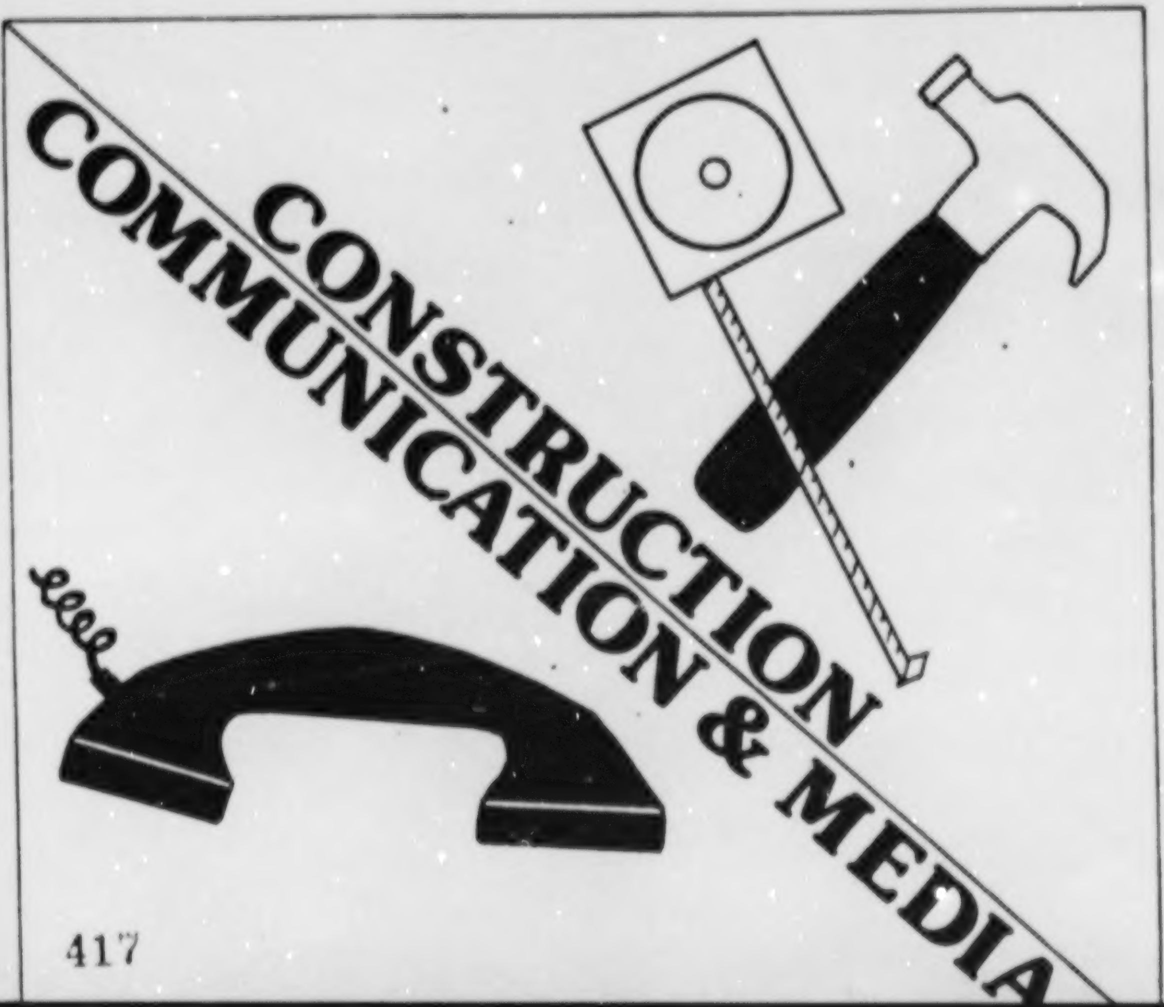
Professional licenses cost $50 each. You can attach as many Licenses as you want to each Job Card and collect for Professional Services.

How to Play

Communication Know More Pay Less

B5-J&R-7

Fact and Opinion


CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

Read and discuss.

Materials:

Included:
Text
Cartoon

Needed:
None

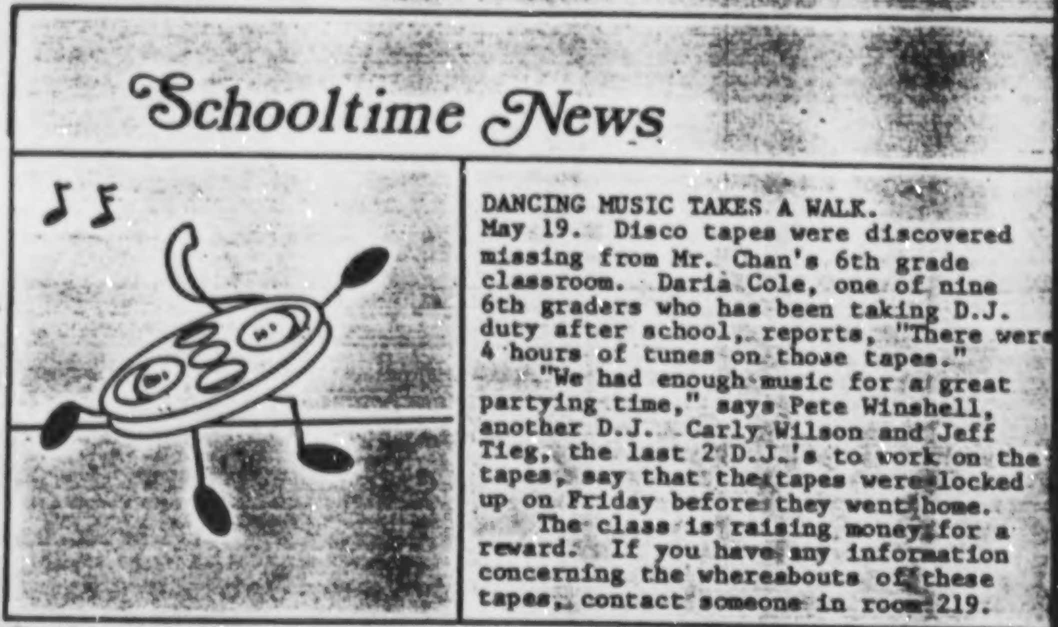
DO YOU KNOW THE DIFFERENCE BETWEEN FACT AND OPINION?

A FACT is a TRUE STATEMENT.
An OPINION is what someone THINKS or FEELS about something.

This article clipped from Schooltime News is full of facts. What people have to say about what they have read is mostly opinion.

Read each sentence in the news article carefully. Then read everything that people say about the missing tapes.

Decide which sentences are factual, and which are opinion.

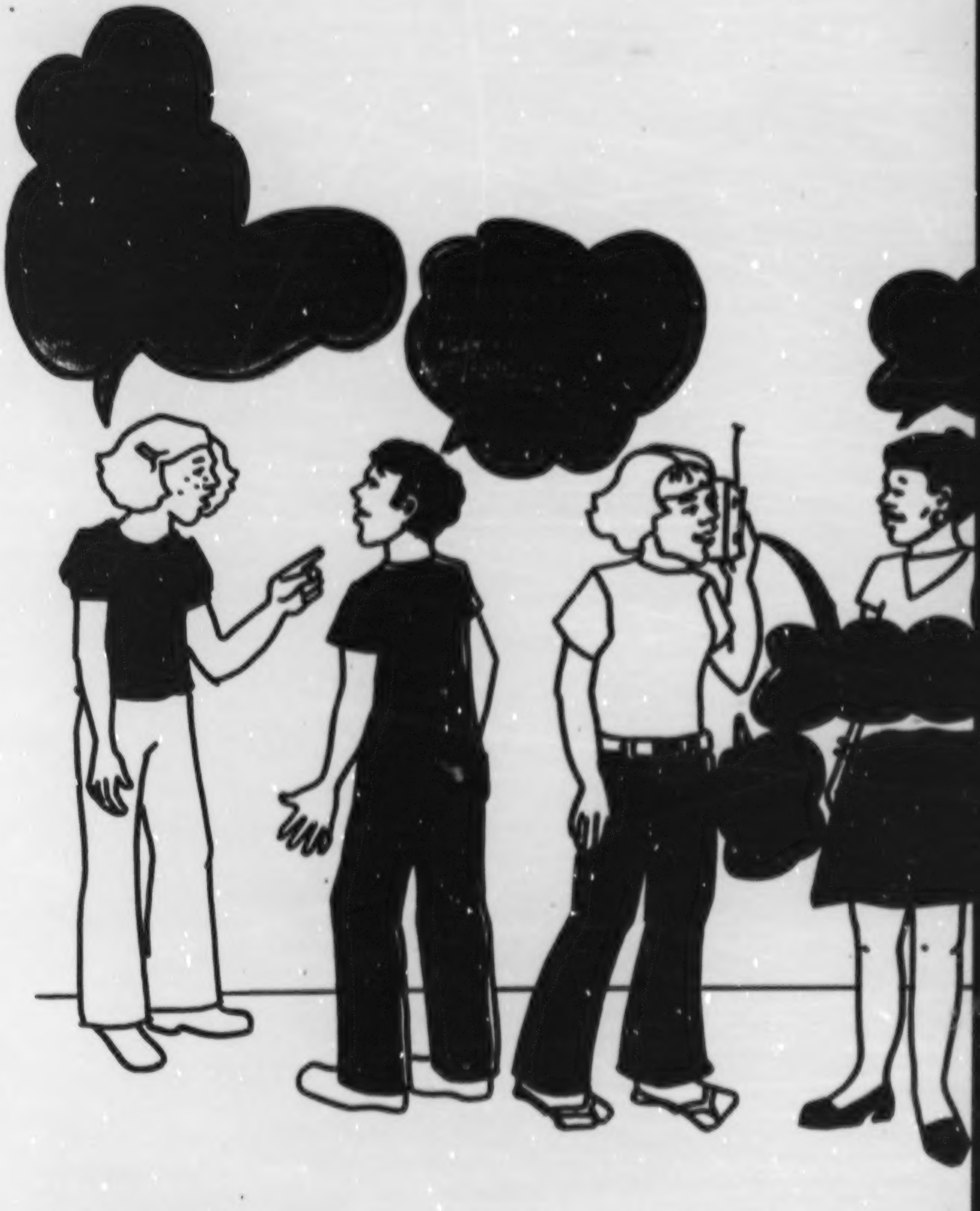


Schooltime News

DANCING MUSIC TAKES A WALK.
May 19. Disco tapes were discovered missing from Mr. Chan's 6th grade classroom. Daria Cole, one of nine 6th graders who has been taking D.J. duty after school, reports, "There were 4 hours of tunes on those tapes."

"We had enough music for a great partying time," says Pete Winshell, another D.J. Carly Wilson and Jeff Tieg, the last 2 D.J.'s to work on the tapes, say that the tapes were locked up on Friday before they went home.

The class is raising money for a reward. If you have any information concerning the whereabouts of these tapes, contact someone in room 219.



B5-J&R-8

Who? When? What? Where? Why?

CONSTRUCTION
COMMUNICATION & MEDIA

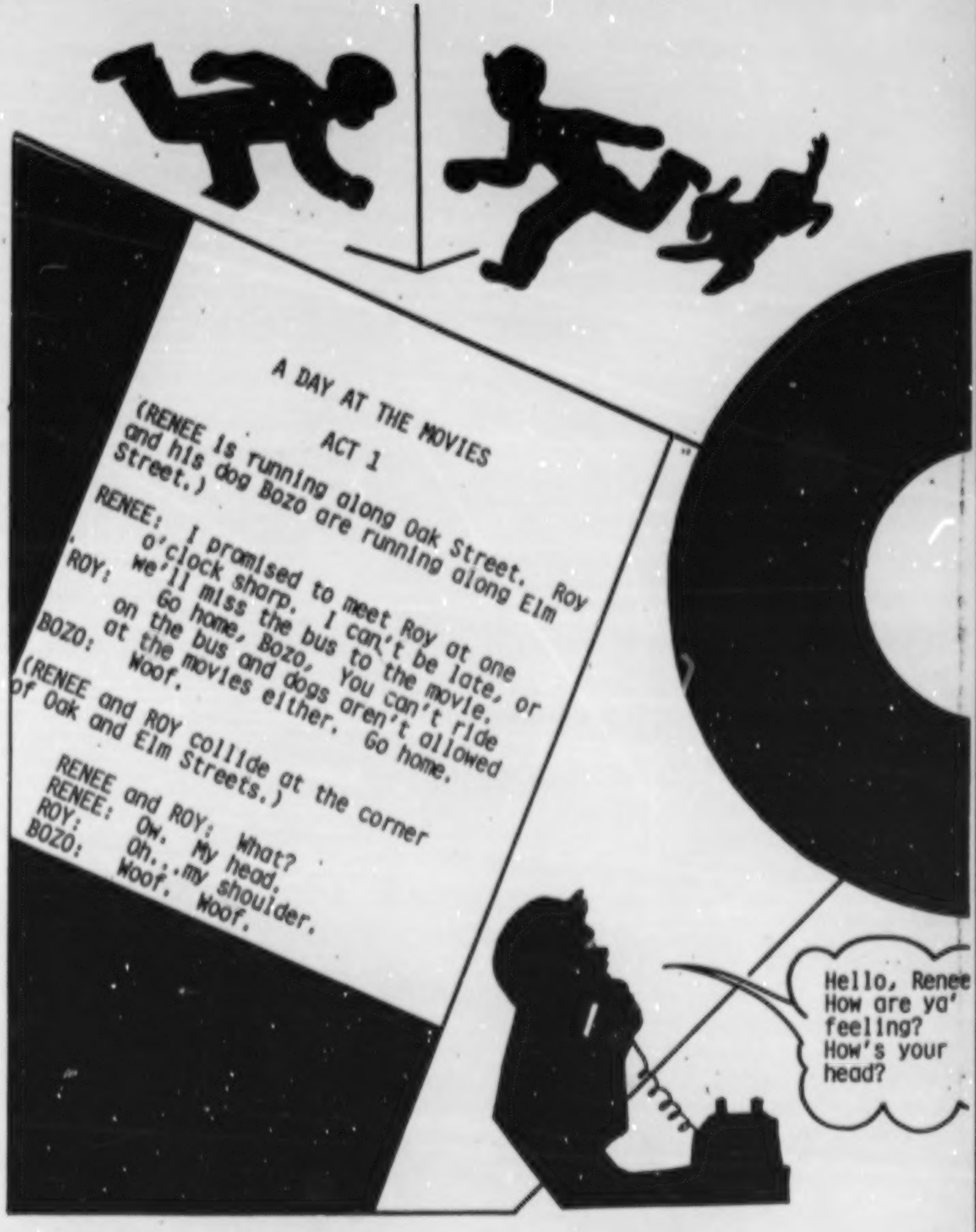
Directions:

Read and discuss the different styles of reporting information.

Materials:

Included:
- Text
- Pictures

Needed:
- None



A DAY AT THE MOVIES

ACT 1

(RENEE is running along Oak Street. Roy and his dog Bozo are running along Elm Street.)

RENEE: I promised to meet Roy at one o'clock sharp. I can't be late, or we'll miss the bus to the movie.

ROY: Go home, Bozo. You can't ride on the bus and dogs aren't allowed at the movies either. Go home.

BOZO: Woof.

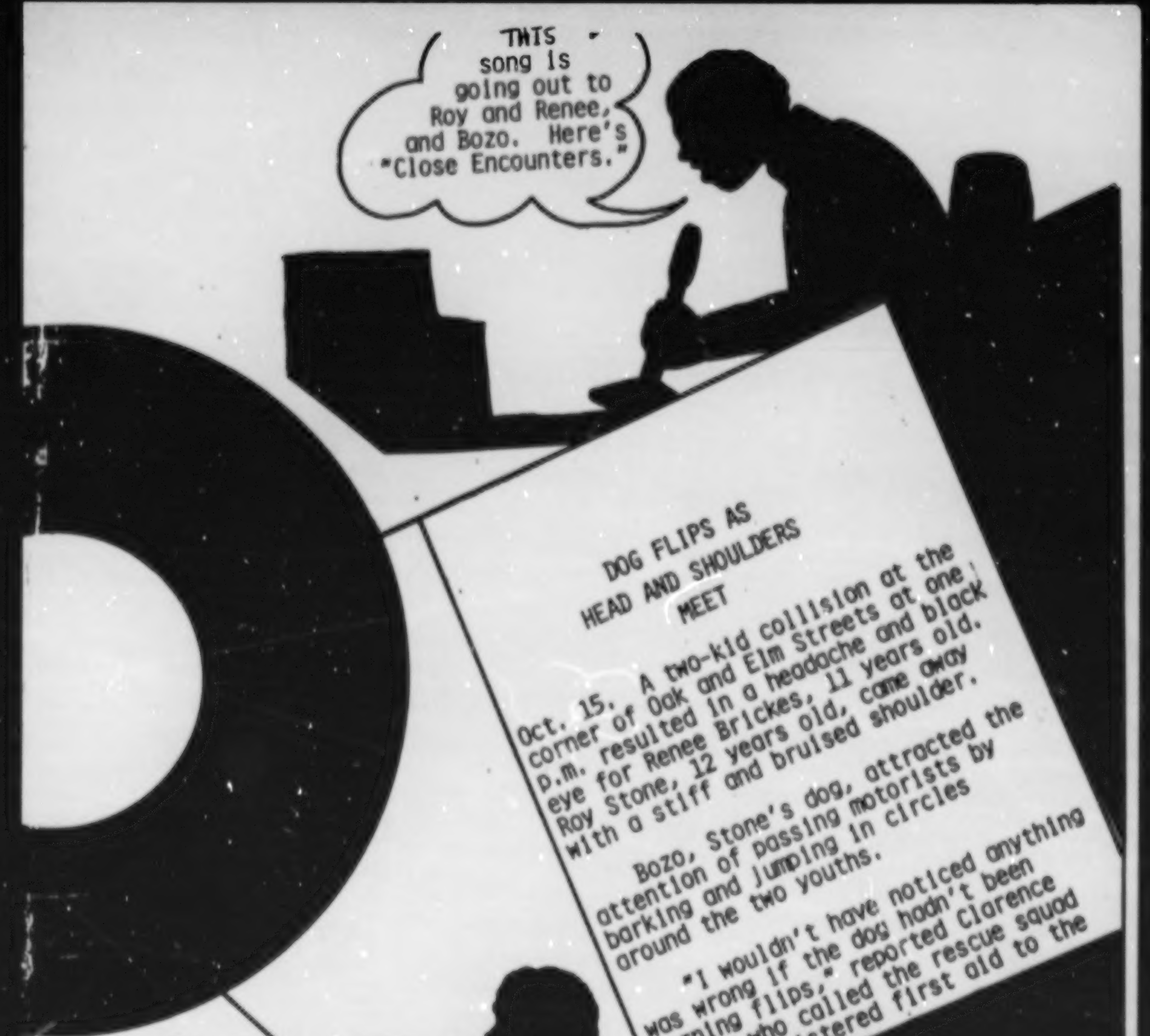
(RENEE and ROY collide at the corner of Oak and Elm Streets.)

RENEE and ROY: What?

RENEE: Ow. My head.

ROY: Oh...my shoulder.

BOZO: Woof. Woof.


THIS song is going out to Roy and Renee, and Bozo. Here's "Close Encounters."
O.K., Roy. How's your shoulder doing?

DOG FLIPS AS HEAD AND SHOULDERS MEET

Oct. 15. A two-kid collision at the corner of Oak and Elm Streets at one p.m. resulted in a headache and black eye for Renee Brickes, 11 years old. Roy Stone, 12 years old, came away with a stiff and bruised shoulder.

Bozo, Stone's dog, attracted the attention of passing motorists by barking and jumping in circles around the two youths.

"I wouldn't have noticed anything was wrong if the dog hadn't been turning flips," reported Clarence James, who called the rescue squad that administered first aid to the

B5-J&R-9 Communication and Media: Show What You Know

CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

Read the facts given and supply the facts asked for.

Materials:

Included:
Fact board

Needed:
None

DISC JOCKEY	PHOTOGRAPHER	PERFORMER
Name 3 tasks or skills of a Disc Jockey.	Name 1 task or skill of a Photographer.	Name 1 task or skil a Performer.
A Disc Jockey gets training in high school, college, broadcasting school, on the job.	Name 2 places where a Photographer might learn her/his trade.	Name 2 places where a Performer might learn trade.
Name 4 tools or pieces of equipment a Disc Jockey uses.	Name 3 tools or pieces of equipment a Photographer uses.	A Performers uses make-up costumes, scripts, musical instruments, props, scenery and microphones.
Name 1 place where a a Disc Jockey might work.	A Photographer works in a photography studio (dark room). Photographers may work at magazine or newspaper agencies, at private and public gatherings, at publishing companies, and at print shops.	Name 3 places where a Performer might work.

	JOURNALIST	LINEWORKER	**Communication and Media**
ll of	Name 2 tasks of a Journalist.	Name 2 tasks or skills of a Telephone Lineworker.	**Tasks and Skills**
a a her/his	A Journalist gets training in high school, college, school of journalism, on the job.	Name 1 place where a Lineworker gets training.	**Training Places**
	Name 1 tool a Journalist uses.	A Telephone Lineworker uses special clothing (hard hat, steel toed shoes, climbers, safety belt, insulated gloves), a truck, wires and cables, hand tools, and meters.	**Tools and Equipment**
a .	Name 2 places where a Journalist might work.	Name 2 places where a Telephone Lineworker might work.	**Work Places**

B5-SA-1

Feelings Change

CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

1. Read the cards and the story.

2. Match the cards with underlined words in story.

Materials:

Included:
Story
5 Titled picture cards

Needed:
None

THE DOG HOUSE

The day Shawn and his mother were going to start building the dog house, Shawn couldn't keep his mind on being in school. He often looked out the window to be sure it wasn't raining.

When he looked out the window and saw the sun still shining, he felt impatient for school to be over so he and his mother could start working from the plans they'd made. He thought about how he loved doing things with her. Then he began to daydream about other projects they'd done together: planting the garden, painting the kitchen, hanging the swing from a limb in the big old mulberry tree.

"...hanging out and pay attention, Shawn!"

"What?" asked Shawn.

"I said, I want you to stop just hanging out in this class and pay attention," the teacher told him.

"We were hanging a swing," Shawn began, still in his daydream. Everyone's laughter hushed him.

"Hanging yourself is more like it," said the teacher, and everybody laughed even harder. Shawn felt very embarrassed and want more than ever not to be there. And so the rest of the day went.

When school was over, Shawn ran all the way home. The closer he got to home, the more excited he got. He hoped his mother would have all the tools ready to begin the dog house. He knew she was looking forward to it as much as he was. He let the back door slam behind him as he called, "Mom, I'm...."

The tables and chairs were gone; the shelves were empty. The wood for the dog house was gone too. Shawn knew it meant they'd be moving out of the house that night. He'd drive to another house, go to another school. There, he and Mom would start all over — another garden, another tree, maybe, for a swing.

The only thing that was the same for Shawn was the anger he felt. It made him angry every time he had to leave everything so suddenly to move again where there were crops to be picked.

"Shawn," his mother said as she walked into the house. "Shawn, you have to....You look mad!"

"Mom," Shawn cried. "Oh, Mama! Why do we have to move again?"

"Hush, now. You know it's the crops."

"But you said we'd stay here a while, and even get a dog after we built the dog house."

"We'll do it at the new house."

"Shawn's father came in. He said, "There's no room for that junk wood. I threw it out."

"That's not junk wood!" yelled Shawn. "We're going to build a dog house at the new house."

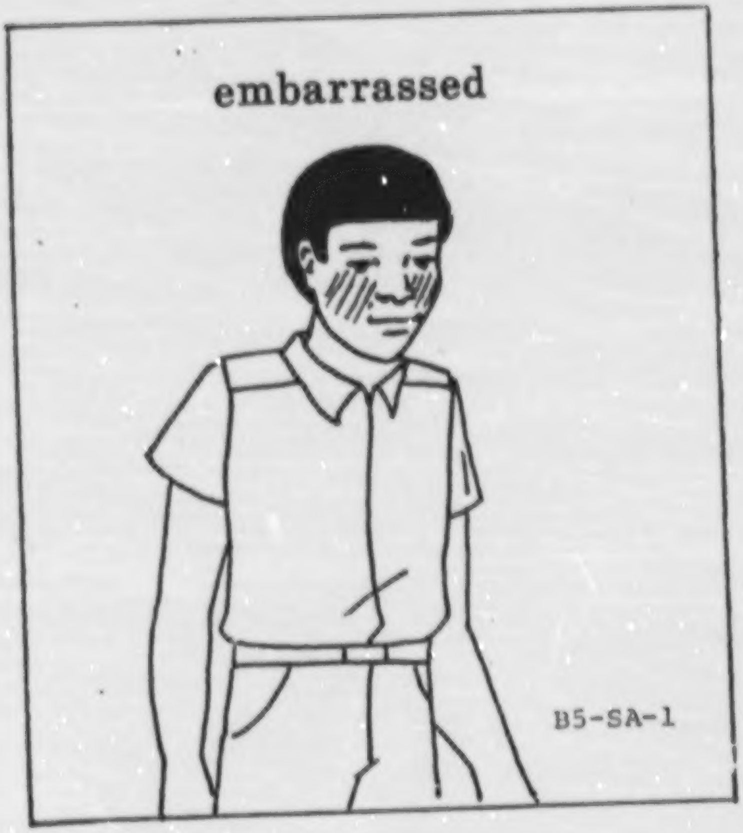
"No room," said his father. "I'm sorry."

Shawn felt so hurt he could only whisper, "No." Then he cried.

"Shawn, you have to climb the tree and untie the swing. We'll bring it along. And we'll find more wood at the new house, build the dog house, and get a dog." His mother put her arm around him.

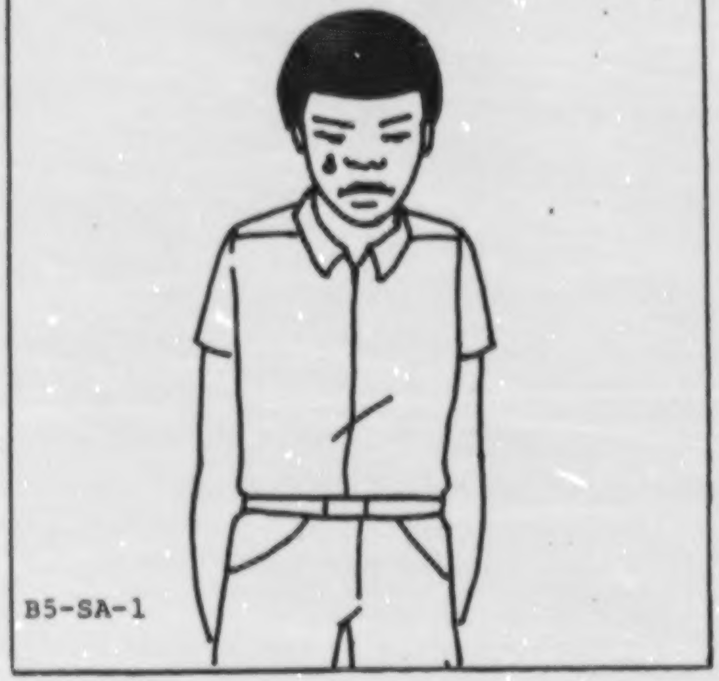
Shawn sat a while. Finally he got up and went outside. He slowly climbed the tree and began to untie the swing. He remembered the day he put the swing up. He thought to himself, "This is exactly the way you feel each time you move. You never want to move. Most kids can hardly wait to go to a new place. They think it might be more fun. Maybe Mom and Dad and me make such good homes it's hard to leave. But maybe our next home will be just as nice. It might be near a sawmill, where we can get wood for the dog house. Or maybe it will be near a stream where we can go fishing. I'll ask Dad about the new house."

Shawn climbed down from the tree and picked up his swing. He ran to the car. He had a lot of questions to ask his father.

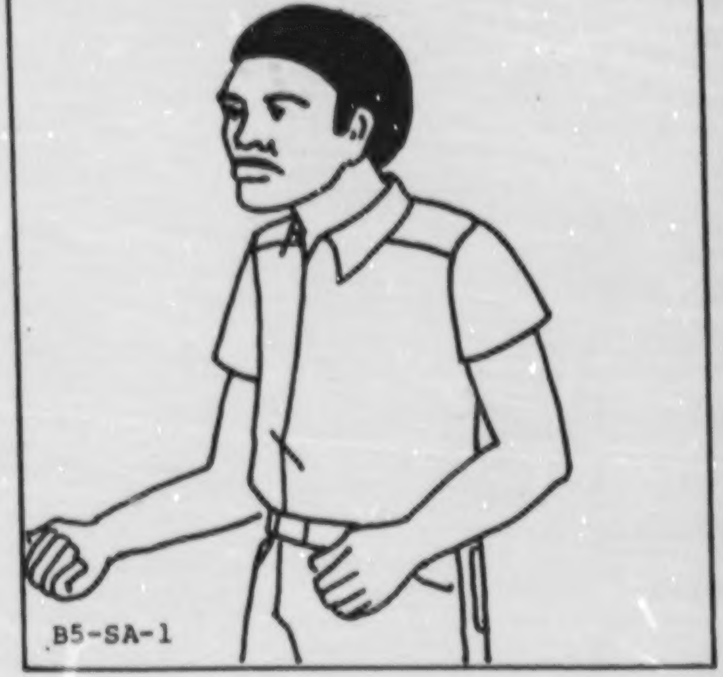

embarrassed
B5-SA-1

Cut out 1 card on vertical and
horizontal lines.

hurt

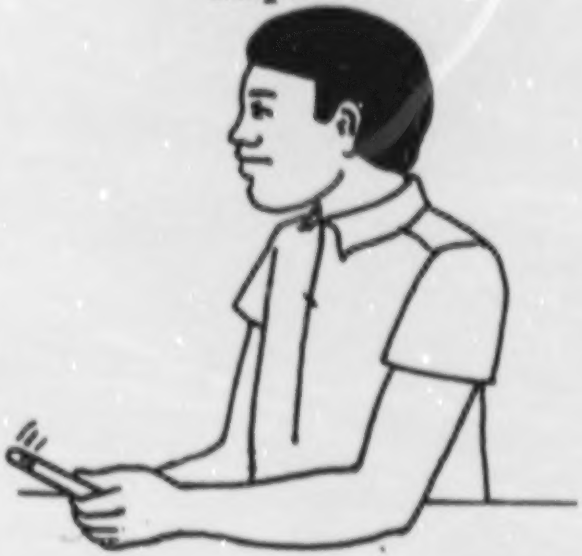


angry



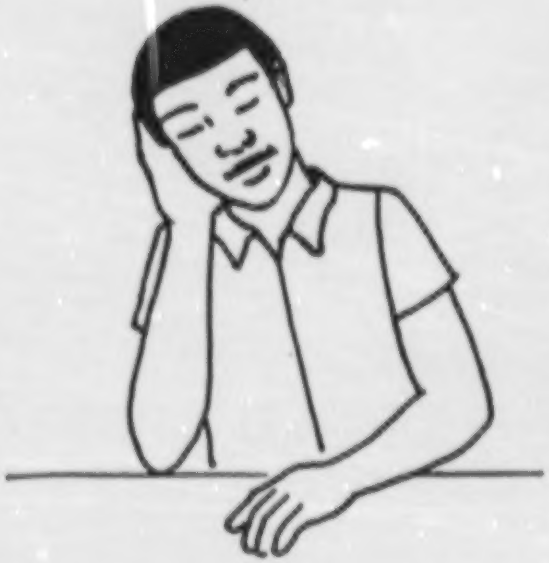
✂ Cut out 2 cards on vertical and horizontal lines.

impatient



B5-SA-1

dreamy



B5-SA-1

Cut out 2 cards on vertical and horizontal lines.

B5-SA-2

In Other Words

CONSTRUCTION
UNICATION & MEDIA

Directions:

Complete 5 rhymes.

Materials:

- Included:
  - Directions
  - Word lists
  - Incomplete rhymes
- Needed:
  - None

IN OTHER WORDS

Directions:

Look at the pictures on the next page and read the incomplete rhymes. Then choose a word, from the lists below, to complete each rhyme.

EMBARRASSED

rattled
confused
ashamed

IMPATIENT

edgy
fidgety
restless

DREAMY

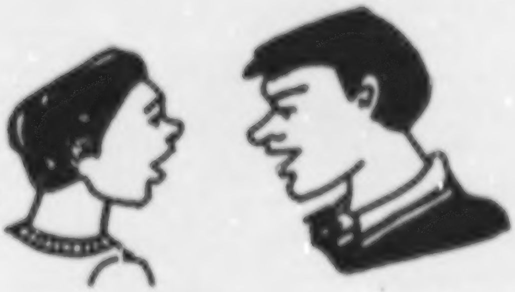
spacey
unreal
wishful

ANGRY

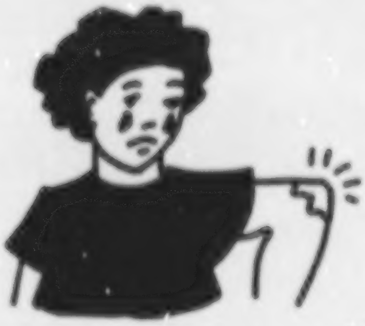
furious
fiery
mad

HURT

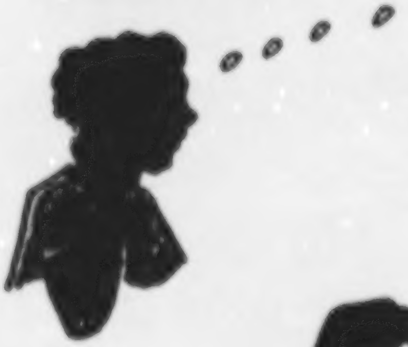
harmed
upset
injured



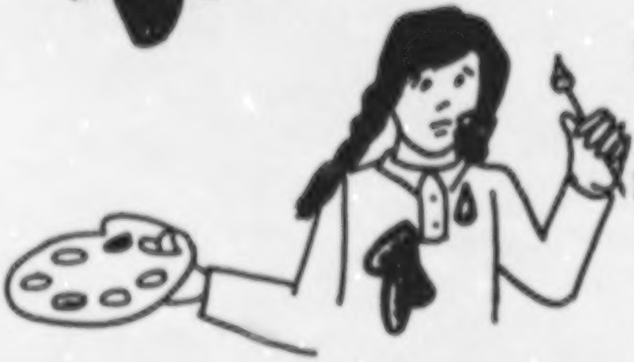
Last night I was angry with Dad.
He said something that made me _____.



When I am hurt, I get alarmed.
Because I don't like feeling __________.

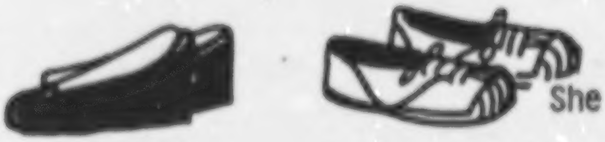


Ice cream! I dreamed I had a dishful!
I spent the morning feeling __________.



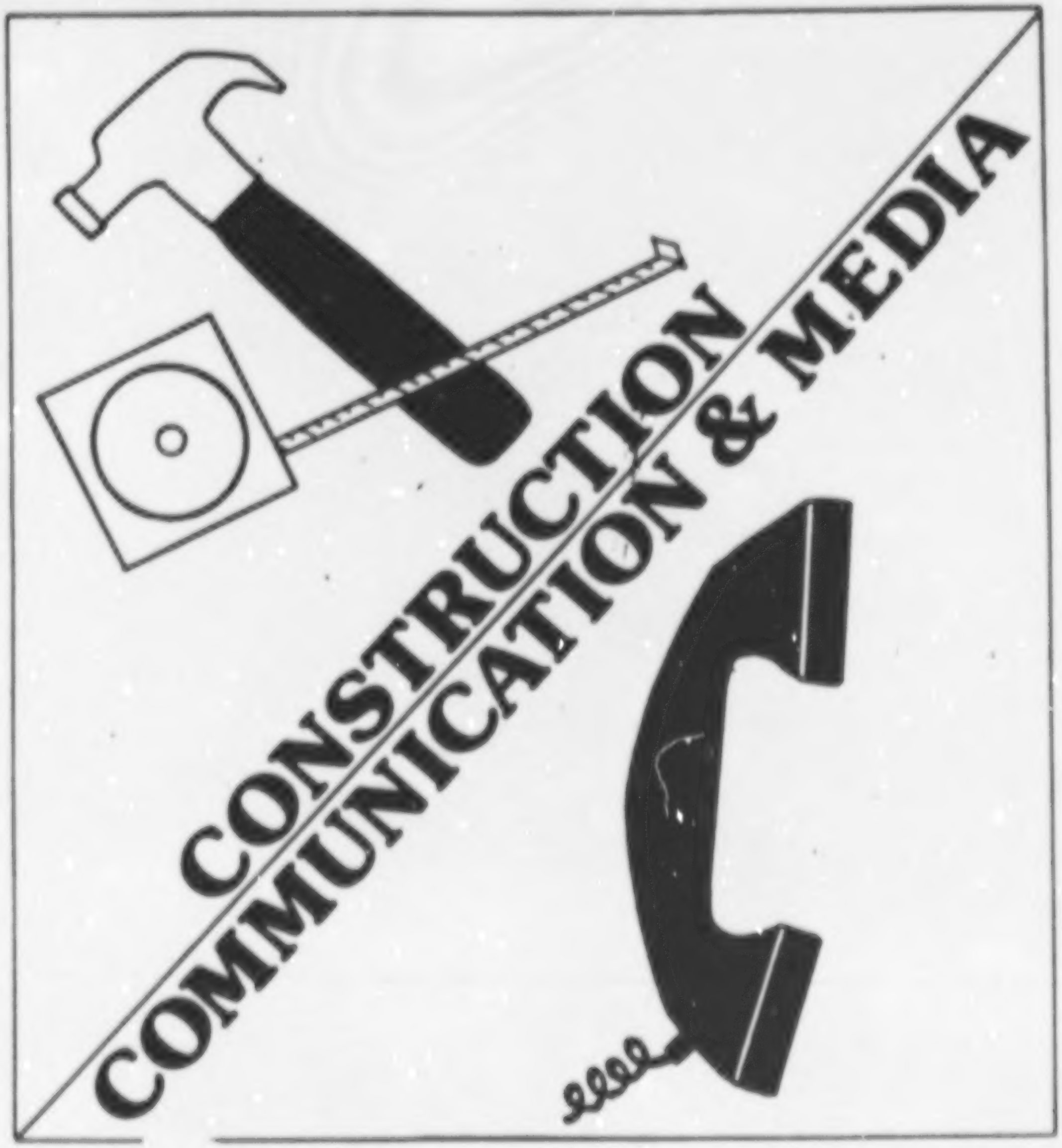
I spilled the paints and didn't
get blamed.
But anyway, I felt _____________.

We walked two miles,
Melissa wore wedgies,
She walked so slow,
I sure felt ___________.



B5-SA-3

Spin and Act


CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

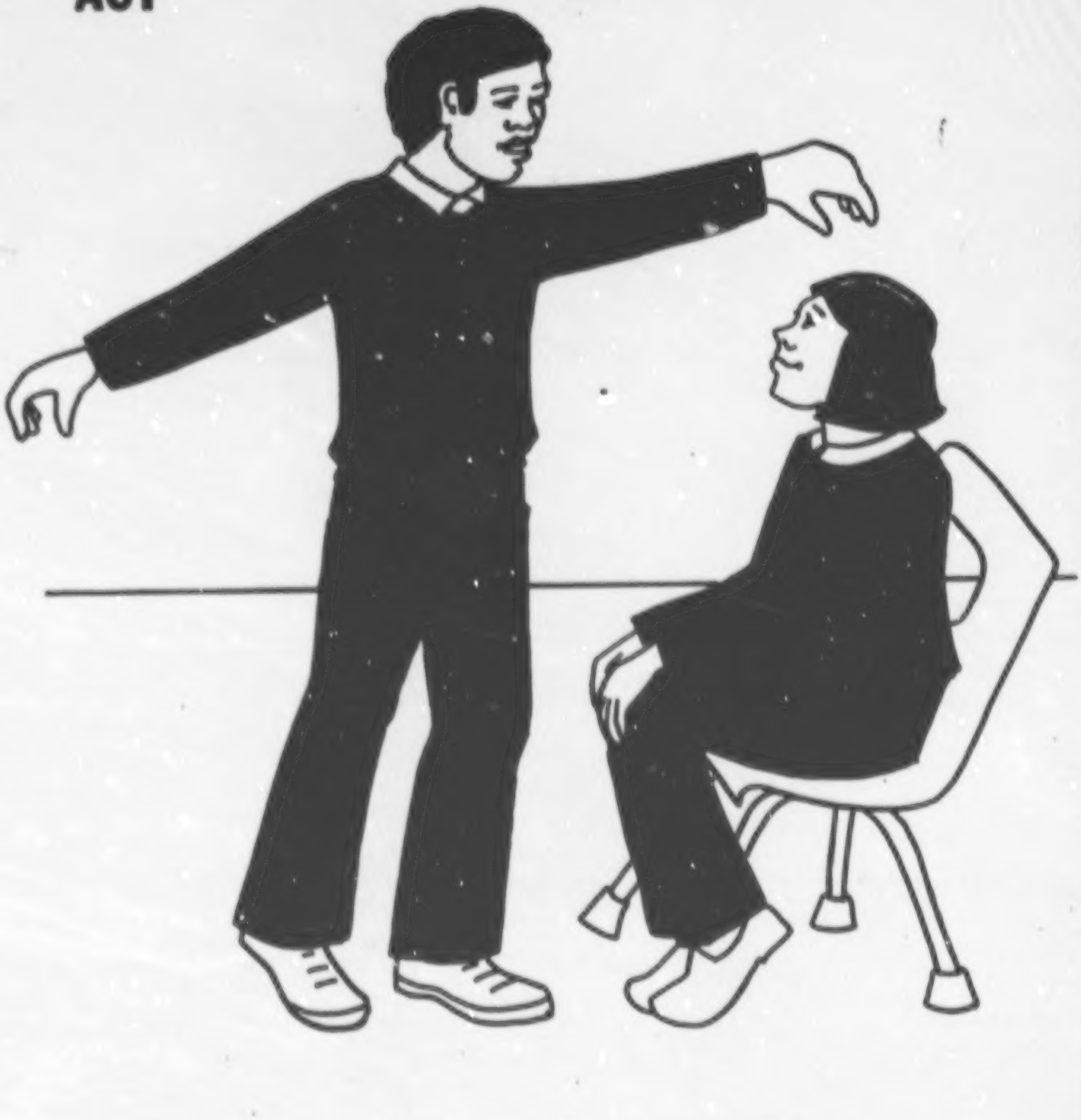
Use charade activity.

Materials:

Included:
  Directions
  Pictures

Needed:
  Oak tag
  Paper fastener

SPIN AND ACT



DIRECTIONS

Preparation

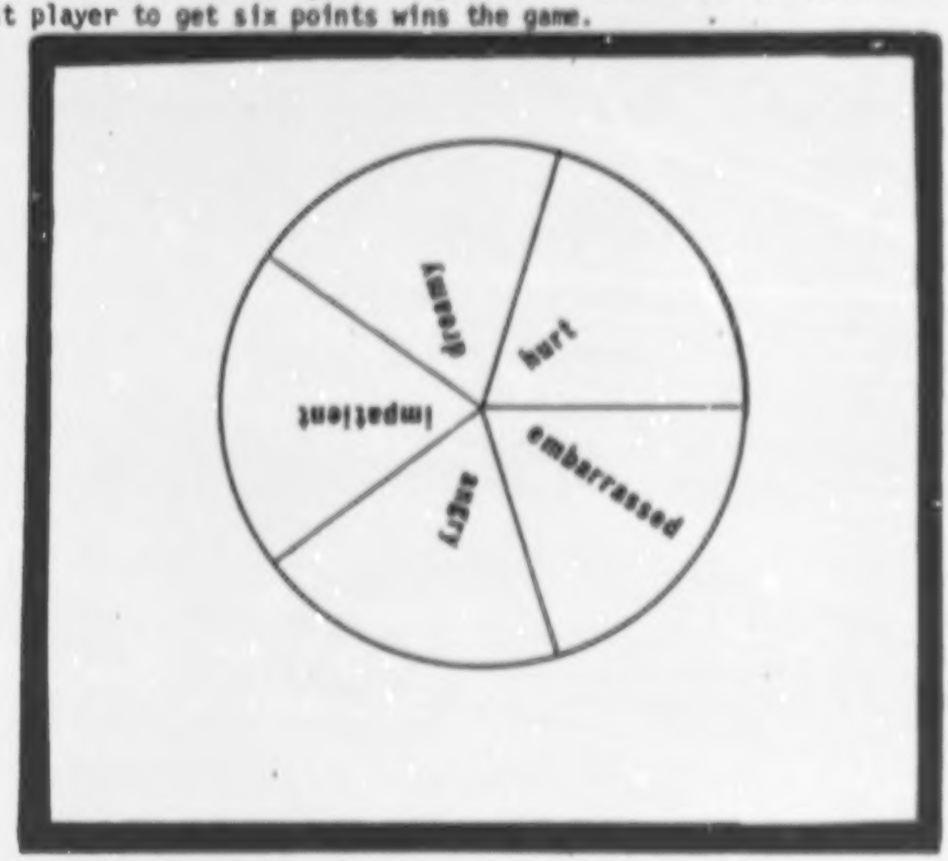
Make a needle for the spinner below by cutting a long thin triangle from oak tag or heavy construction paper.

Example:

Attach the broad end of the needle to the center of the spinner with a paper fastener.

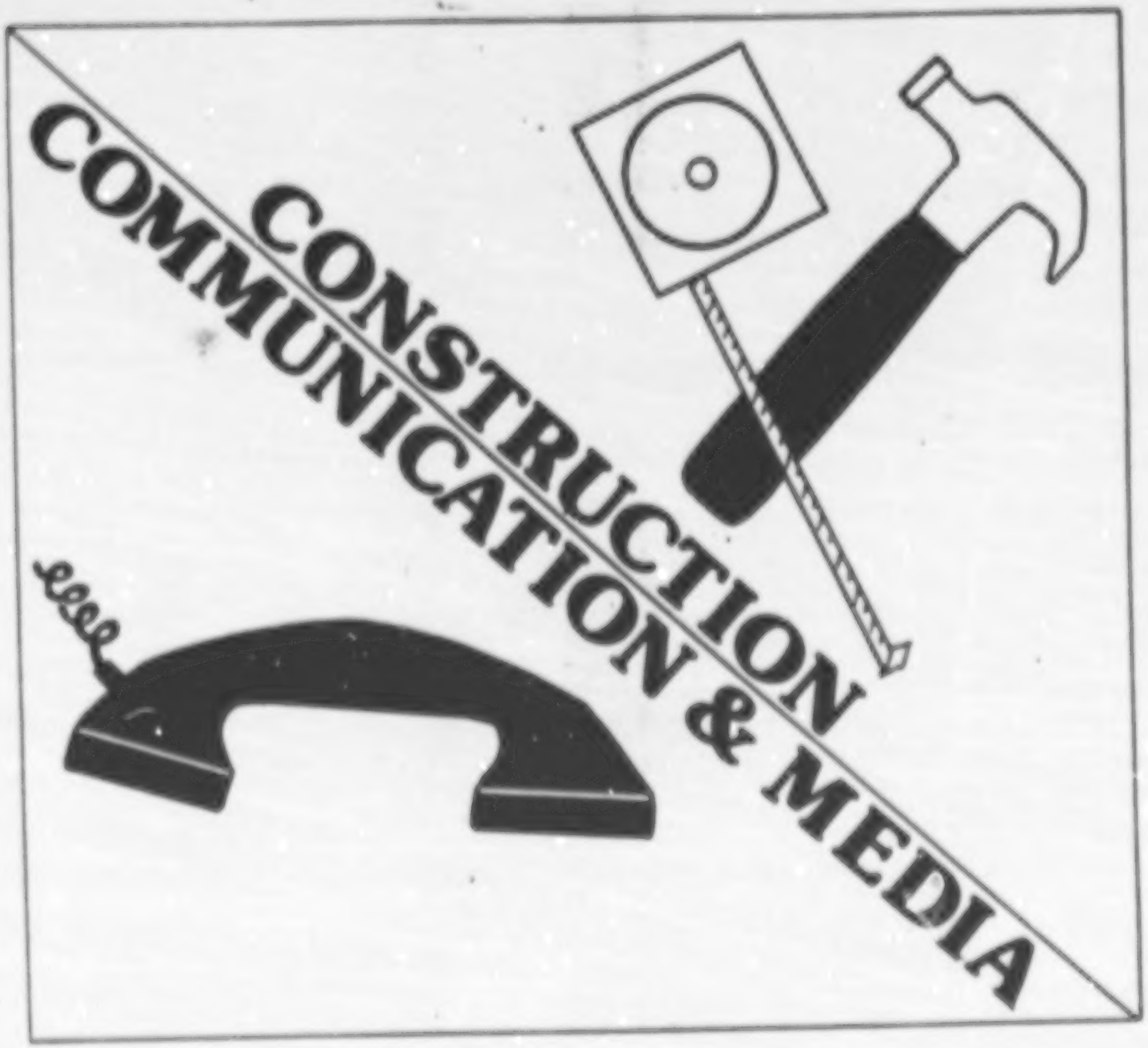
To Play

Players take turns. Spin a word, without letting other player(s) see. Act out a story that describes the feeling shown by the spinner. Each player gets one guess at which of the five feelings is being acted out. The player who guesses the correct answer gets one point and takes the next turn. If no player can guess the feeling correctly, the actor gets two points and takes another turn. The first player to get six points wins the game.



B5-SA-4

An Island of Listeners


CONSTRUCTION
COMMUNICATION & MEDIA

Directions:

Read the play, and discuss the feelings described in it.

Materials:

Included:
- Story
- Pictures

Needed:
- None

An Island Of Listeners

By Delores Hajosy
Illustrated By Elisa Ross

AN ISLAND OF LISTENERS

Once upon a time a group of very happy people lived on an island filled with beautiful sounds. All of the islanders, even the oldest, loved to climb tall palm trees to hear the new special sounds that only came to high places. The people loved to listen to the shells and birds and even the snails as they moved about slowly sucking in water. They hugged the sands to hear the hum of the tides moving in, moving away from their land.

Nobody had to work very hard on Listener's Island. They were not a needy people and besides, too much work would distract from the music they heard everywhere. Whenever someone finished doing something, eating a meal or tying a shoe, taking a swim, even sneezing kerchoo, they would simply be quiet and listen. The islanders found so much to listen for and had so little else to do that anyone passing that way would be sure to see many islanders on the beach just sitting or standing or lying down to listen. Sometimes they heard many funny and interesting things and they would smile at what they heard. They learned about the music of wind and waves and birds and rocks and snails. They learned about all of nature in a very enjoyable way, swaying back and forth to the rhythm of the whole island. This island home offered them food and shelter and wonderful sunsets. These were things that the island people loved to share. They fished and ate together. They built their simple homes together. They cared for each other very well.

One day the sound of boat engines filled the air and shook the trees. The boat crews yelled loudly. By the time the boats arrived at the island all of the listeners had gathered on the shore. They looked and listened quietly, wondering what would happen. Some were covering their ears. A loud voice called to them:

"Ahoy you bumpkins! We've got plenty to teach.
We've seen you folk idle right here on this beach.
This island has no schools, no pencils, no pens.
You poor, poor things, we'll help you. We're friends."

The listeners did not understand the loud voice and rough ways of the others. These invading sailors walked through the island making a terrible noise wherever they went. They frightened the animals away. This saddened the islanders because they had always listened to and learned from the animals and the very special stories they told. This had been a good way for the islanders to learn. They had no schools and their churches were the caves. They found shelter under each tree. The invaders did not seem to understand this. Noisily they had more and more to say about what the island did NOT have.

"This island has no money, no TV, no beef.
Why, this island doesn't even have a tribal chief."
"It doesn't make sense," said another to one.
"These people live here with no pool hall for fun.
Why are there no museums, no culture, no art?
Let's build some cathedrals to give them a start."

Before you know it, they began to build on the island without even asking the calm and gentle listeners. Hammering, chiseling, and yelling instructions about what to do and just how to do it, they drowned out the sounds of the snails and the birds and the sand. This made the listeners unhappy. All of their music, their health, their learning and their wealth had always come from the air and the earth and the water and the sun and the wonderful music they made. Now, bold, harsh sounds came through the trees and hurt their gentle ears.

The islanders decided to have a private meeting. "I am finding it hard to listen, to think," said one of the eldest. "I would like to move to another island quietly. I do not want to fight with these loud people."

The other listeners said nothing for a very long time. They just felt. They felt sad about leaving. They felt good about being together. They felt hopeful and even adventurous. They listened. The mollusks, the shells, the rocks reassured them. "There will be more of usssss," they seemed to whisper against the lapping of the waves on the shore.

The invaders did not notice the listeners building a fleet of rafts very quietly. One night in the light of the moon they boarded. At dawn they arrived at another very beautiful island. Its breezes whistled through a new kind of tree and its sands touched a different part of the sea. Its music was special and soft and just the right kind of music to build shelters with, just the right kind of music to care for others by, to learn from.

434